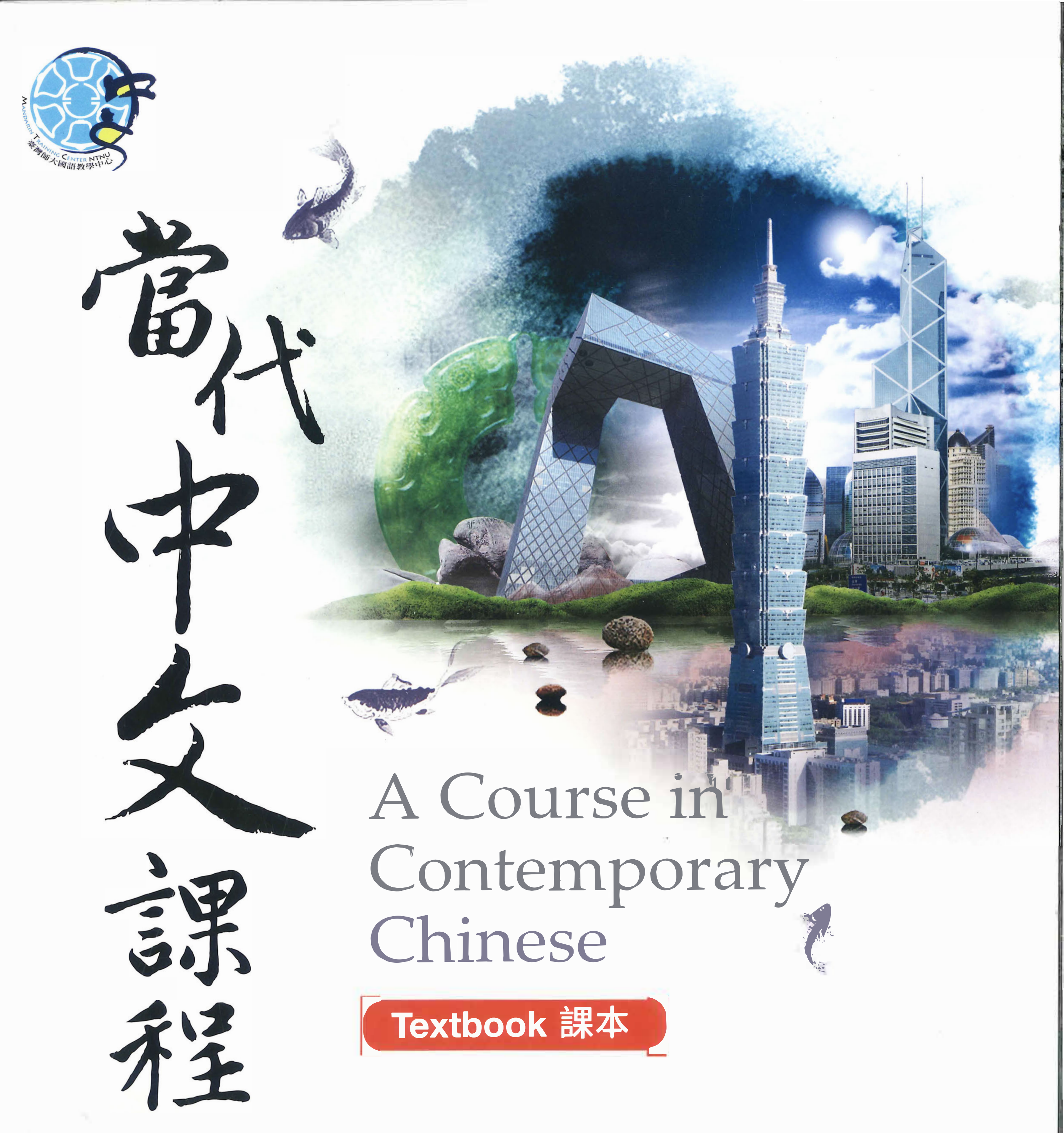


當代中文課程

A Course in Contemporary Chinese

Textbook 課本

2

國立臺灣師範大學國語教學中心 策劃
Mandarin Training Center National Taiwan Normal University

主編／鄧守信　編寫教師／王慧娟、孫懿芬、劉崇仁



2

國立臺灣師範大學國語教學中心 策劃
Mandarin Training Center National Taiwan Normal University

主編／鄧守信　編寫教師／王慧娟、孫懿芬、劉崇仁



Foreword

臺灣師範大學國語教學中心成立於 1956 年，是臺灣歷史最悠久、規模最完備、教學最有成效的華語文教學機構。每年培育三千名以上的外籍學生，學生來自世界一百二十餘國，至今累計人數已達五萬餘人，在國際間享譽盛名。

本中心自 1967 年開始編製教材，迄今共計編寫五十餘本教材，在華語教學界具有舉足輕重之地位。而現今使用之主教材已有十五年之久，不少學生及教師認為現行教材內容需要更新，應新編配合時代需求的新教材。因此，本中心因應外在環境變遷、教學法及教學媒體的創新與進步，籌畫編寫《當代中文課程》6 冊，以符合海內外華語教學的需求，並強化臺灣華語文教學教材之品牌。

為了讓理論與實務結合，並落實發揚華語文教學的精神與理念，本中心邀請了華語教學界的大師——鄧守信教授擔任主編，率領 18 位極富教學經驗的第一線老師進行內容編寫，並由張莉萍副研究員、張黛琪老師及教材研發組成員蔡如珮、張雯雯擔任執行編輯，進行了這項《當代中文課程》的編寫計畫。

這是本中心歷經數十年深厚教學經驗後再次開發的全新主教材，更為了確保品質，特別慎重；我們很榮幸地邀請到美國的 Claudia Ross 教授、白建華教授及陳雅芬教授，擔任顧問，也邀請了臺灣的葉德明教授、美國的姚道中教授及大陸的劉珣教授，擔任審查委員，並由本校英語系李櫻教授和畢永峨教授分別協助生詞和語法的翻譯。此教材在本中心及臺灣其他語言中心，進行了一年多的試用；經過顧問的悉心指導、審查委員的仔細批閱，並參考了老師及學生提出的寶貴意見，再由編寫老師做了多次修改，才將版本定稿。對於所有在編寫過程中，努力不懈的編輯團隊、給予指教的教授、配合試用的老師及學生，我們都要致上最高的謝意。

在此也特別感謝聯經出版事業股份有限公司，願意投注最大的心力，以專業的製作出版能力，協助我們將這套教材以最佳品質問世。

我們希望，《當代中文課程》不只提供學生們一套實用有效的教材，亦讓老師得到愉快充實的教學經驗。歡迎老師在使用後，給予我們更多的指教與建議，讓我們不斷進步，也才能為海內外的華語教學，做更多更好的貢獻。

國立臺灣師範大學國語教學中心主任 陳浩然

2015 年 6 月

The Mandarin Training Center (MTC) at National Taiwan Normal University (NTNU) was established in 1956, and is the oldest, most comprehensive, and most pedagogically effective educational institute of its kind in Taiwan. Every year over 3,000 international students are trained at MTC, and to the present day over 50,000 students representing more than 120 countries have walked through its doors, solidifying international renown.

MTC started producing teaching material in 1967, and has since completed over 50 textbooks, making it a frontrunner in the field of teaching Chinese as a second language. As the core books have been in circulation for 15 years already, many students and teachers agree that updates are in order, and that new materials should be made to meet the modern demand. Changes in the social landscape, improved teaching methods, and innovations in educational media are what prompted the production of MTC's six-volume series, *A Course in Contemporary Chinese*. The project responds to Chinese teaching needs both at home and abroad, and bolsters Taiwan's brand of teaching material for Chinese as a second language.

With the goal of integrating theory and practice, and carrying forward the spirit of teaching Chinese as a second language, MTC petitioned one of the field's most esteemed professors, Shou-Hsin Teng, to serve as chief editor. *A Course in Contemporary Chinese* has been compiled and edited under his leadership, together with the help of 18 seasoned Chinese teachers and the following four executive editors: Associate Research Fellow Liping Chang, Tai-chi Chang, and Ru-pei Cai and Wen-wen Chang of the MTC teaching material development division.

MTC is presenting this brand new core material after half a century's worth of educational experience, and we have taken extra care to ensure it is of uncompromised quality. We were delighted to have American professors Claudia Ross, Jianhua Bai , and Yea-fen Chen act as consultants, Professor Teh-Ming Yeh from Taiwan, Professor Tao-chung Yao from the U.S., and Professor Xun Liu from China on the review committee, and professors Ying Cherry Li and Yung-O Biq of NTNU's English department help with the respective translation of vocabulary and grammar points. The material was first trialed at MTC and other language centers around Taiwan for a year. The current version underwent numerous drafts, and materialized under the careful guidance of the consultants, a sedulous reading from the review committee, and feedback from teachers and students. As for the editorial process, we owe the greatest thanks to the indefatigable editorial team, the professors and their invaluable input, and the teachers and students who were willing to trial the book.

An additional and special thanks is due to Linking Publishing Company, who put forth utmost effort and professionalism in publishing this set of teaching material, allowing us to deliver a publication of superior quality.

It is our hope that *A Course in Contemporary Chinese* is not merely a practical set of teaching materials for students, but also enriching for teachers and the entire teaching experience. We welcome comments from instructors who have put the books into practice so that we can continue improving the material. Only then can we keep furthering our contribution to the field of teaching Chinese as a second language, both in Taiwan and abroad.

Hao Jan Chen

Director of the Mandarin Training Center
National Taiwan Normal University
June, 2015



From the Editor's Desk

Finally, after more than two years, volume one of our six-volume project is seeing the light of day. The language used in *A Course in Contemporary Chinese* is up to date, and though there persists a deep 'generation gap' between it and my own brand of Chinese, this is as it should be. In addition to myself, our project team has consisted of 18 veteran MTC teachers and the entire staff of the MTC Section of Instructional Materials, plus the MTC Deputy Director.

The field of L2 Chinese in Taiwan seems to have adopted the world-famous 'one child policy'. The complete set of currently used textbooks was born a generation ago, and until now has been without predecessor. We are happy to fill this vacancy, and with the title 'number two', yet we also aspire to have it be number two in name alone. After a generation, we present a slightly disciplined contemporary language as observed in Taiwan, we employ Hanyu Pinyin without having to justify it cautiously and timidly, we are proud to present a brand-new system of Chinese parts of speech that will hopefully eliminate many instances of error, we have devised two kinds of exercises in our series, one basically structural and the other entirely task-based, each serving its own intended function, and finally we have included in each lesson a special aspect of Chinese culture. Moreover, all this is done in full color, the first time ever in the field of L2 Chinese in Taiwan. The settings for our current series is in Taipei, Taiwan, with events taking place near the National Taiwan Normal University. The six volumes progress from basic colloquial to semi-formal and finally to authentic conversations or narratives. The glossary in vocabulary and grammar is in basically semi-literal English, not free translation, as we wish to guide the readers/learners along the Chinese 'ways of thinking', but rest assured that no pidgin English has been used.

I am a functional, not structural, linguist, and users of our new textbooks will find our approaches and explanations more down to earth. Both teachers and learners will find that the content resonates with their own experiences and feelings. Rote learning plays but a tiny part of our learning experiences. In a functional frame, the role of the speaker often seen as prominent. This is natural, as numerous adverbs in Chinese, as they are traditionally referred to, do not in fact modify verb phrases at all. They relate to the speaker.

We, the field of Chinese as a second language, know a lot about how to teach, especially when it comes to Chinese characters. Most L2 Chinese teachers world-wide are ethnically Chinese, and teach characters just as they were taught in childhood. Truth is, we know next to nothing how adult students/learners actually learn characters, and other elements of the Chinese language. While we have nothing new in this series of textbooks that contributes to the teaching of Chinese characters, I tried to tightly integrate teaching and learning through our presentation of vocabulary items and grammatical structures. Underneath such methodologies is my personal conviction, and at times both instructors' and learners' patience is requested. I welcome communication with all users of our new textbooks, whether instructors or students/learners.

Shou-hsin Teng

系列規畫 About the Series

Series Introduction

This six-volume series is a comprehensive learning material that focuses on spoken language in the first three volumes and written language in the latter three volumes. Volume One aims to strengthen daily conversation and applications; Volume Two contains short essays as supplementary readings; Volume Three introduces beginning-level written language and discourse, in addition to extended dialogues. Volume Four uses discourse to solidify the learner's written language and ability in reading authentic materials; Volumes Five and Six are arranged in topics such as society, technology, economics, politics, culture, and environment to help the learner expand their language utilizations in different domains.

Each volume includes a textbook, a student workbook, and a teacher's manual. In addition, Volume One and Two include a practice book for characters.

Level of Students

A Course in Contemporary Chinese 《當代中文課程》 is suitable for learners of Chinese in Taiwan, as well as for high school or college level Chinese language courses overseas. Volumes One to Six cover levels A1 to C1 in the CEFR, or Novice to Superior levels in ACTFL Guidelines.

Overview

- The series adopts communicative language teaching and task-based learning to boost the learner's Chinese ability.
- Each lesson has learning objectives and self-evaluation to give the learner a clear record of tasks completed.
- Lessons are authentic daily situations to help the learner learn in natural contexts.
- Lexical items and syntactic structures are presented and explained in functional, not structural, perspectives.
- Syntactic, i.e. grammatical, explanation includes functions, structures, pragmatics, and drills to guide the learner to proper usage.
- Classroom activities have specific learning objectives, activities, or tasks to help fortify learning while having fun.
- The "Bits of Chinese Culture" section of the lesson has authentic photographs to give the learner a deeper look at local Taiwanese culture.
- Online access provides supplementary materials for teachers & students.



Contents

序 Foreword — II

主編的話 From the Editor's Desk — IV

系列規畫 About the Series — V

漢語介紹 An Introduction to the Chinese Language — VIII

各課重點 Highlights of Lessons — XVIII

詞 類 表 Parts of Speech in Chinese — XXIV

課堂用語 Classroom Phrases — XXV

人物介紹 Introduction to Characters — XXV

第一課 Lesson 1 請問，到師大怎麼走？ — 1
Excuse Me. How Do You Get to Shida?

第二課 Lesson 2 還是坐捷運吧！ — 23
Take the MRT Instead!

第三課 Lesson 3 你的中文進步了！ — 51
Your Chinese Has Improved!

第四課 Lesson 4 我打工，我教法文 — 79
I Work Part-time. I Teach French.

第五課 Lesson 5 吃喜酒 — 105
Attending a Wedding Reception

第六課 Lesson 6 我打算搬到學校附近 — 131
I Plan to Move Closer to School

Contents

第七課 Lesson 7 垃圾車來了！ — 157
The Garbage Truck Is Here!

第八課 Lesson 8 學功夫 — 183
Learning Kungfu

第九課 Lesson 9 那個城市好漂亮 — 211
That City Is Really Beautiful

第十課 Lesson 10 歡迎到我家來包餃子 — 239
Come to My Place to Make Dumplings

第十一課 Lesson 11 台灣好玩的地方真多 — 265
Taiwan Really Has Lots of Fun Places

第十二課 Lesson 12 怎麼吃才健康？ — 297
How to Have a Healthy Diet?

第十三課 Lesson 13 我的手機掉了 — 321
I Lost My Cell Phone

第十四課 Lesson 14 我要開始找工作了 — 357
I Am Going to Start Looking for a Job

第十五課 Lesson 15 過春節 — 383
Lunar New Year

附錄 Appendix

I. 生詞索引 Vocabulary Index (Chinese-English) — 410

II. 生詞索引 Vocabulary Index (English-Chinese) — 419



An Introduction to the Chinese Language

China is a multi-ethnic society, and when people in general study Chinese, 'Chinese' usually refers to the Beijing variety of the language as spoken by the Han people in China, also known as Mandarin Chinese or simply Mandarin. It is the official language of China, known mostly domestically as the Putonghua, the lingua franca, or Hanyu, the Han language. In Taiwan, Guoyu refers to the national/official language, and Huayu to either Mandarin Chinese as spoken by Chinese descendants residing overseas, or to Mandarin when taught to non-Chinese learners. The following pages present an outline of the features and properties of Chinese. For further details, readers are advised to consult various and rich on-line resources.

Language Kinship

Languages in the world are grouped together on the basis of language affiliation, called language-family. Chinese, or rather Hanyu, is a member of the Sino-Tibetan family, which covers most of China today, plus parts of Southeast Asia. Therefore, Tibetan, Burmese, and Thai are genetically related to Hanyu.

Hanyu is spoken in about 75% of the present Chinese territory, by about 75% of the total Chinese population, and it covers 7 major dialects, including the better known Cantonese, Hokkienese, Hakka and Shanghainese.

Historically, Chinese has interacted highly actively with neighboring but unaffiliated languages, such as Japanese, Korean and Vietnamese. The interactions took place in such areas as vocabulary items, phonological structures, a few grammatical features and most importantly the writing script.

Typological Features of Chinese

Languages in the world are also grouped together on the basis of language characteristics, called language typology. Chinese has the following typological traits, which highlight the dissimilarities between Chinese and English.

A. Chinese is a non-tense language. Tense is a grammatical device such that the verb changes according to the time of the event in relation to the time of utterance. Thus 'He talks nonsense' refers to his habit, while 'He talked nonsense' refers to a time in the past when he behaved that way, but he does not necessarily do that all the time. 'Talked' then is a verb in the past tense. Chinese does not operate with this device but marks the time of events with time expressions such as 'today' or 'tomorrow' in the sentence. The verb remains the same regardless of time of happening. This type of language is labeled as an atensal language, while English and most European languages are tensal languages. Knowing this particular trait can help European learners of Chinese avoid mistakes to do with verbs in Chinese. Thus, in responding to 'What did you do in China last year?' Chinese is 'I teach English (last year)'; and to 'What are you doing now in Japan?' Chinese is again 'I teach English (now)'.

B. Nouns in Chinese are not directly countable. Nouns in English are either countable, e.g., 2 candies, or non-countable, e.g., *2 salts, while all nouns in Chinese are non-countable. When they are to be counted, a

measure, or called classifier, must be used between a noun and a number, e.g., 2-piece-candy. Thus, Chinese is a classifier language. Only non-countable nouns in English are used with measures, e.g., a drop of water.

Therefore it is imperative to learn nouns in Chinese together with their associated measures/classifiers. There are only about 30 high-frequency measures/classifiers in Chinese to be mastered at the initial stage of learning.

C. Chinese is a Topic-Prominent language. Sentences in Chinese quite often begin with somebody or something that is being talked about, rather than the subject of the verb in the sentence. This item is called a topic in linguistics. Most Asian languages employ topic, while most European languages employ subject. The following bad English sentences, sequenced below per frequency of usage, illustrate the topic structures in Chinese.

*Senator Kennedy, people in Europe also respected.

*Seafood, Taiwanese people love lobsters best.

*President Obama, he attended Harvard University.

Because of this feature, Chinese people tend to speak 'broken' English, whereas English speakers tend to sound 'complete', if bland and alien, when they talk in Chinese. Through practice and through keen observations of what motivates the use of a topic in Chinese, this feature of Chinese can be acquired eventually.

D. Chinese tends to drop things in the sentence. The 'broken' tendencies mentioned above also include not using nouns in a sentence where English counterparts are 'complete'. This tendency is called dropping, as illustrated below through bad English sentences.

Are you coming tomorrow? ----- *Come!

What did you buy? ----- *Buy some jeans.

*This bicycle, who rides? ----- *My old professor rides.

The 1st example drops everything except the verb, the 2nd drops the subject, and the 3rd drops the object. Dropping happens when what is dropped is easily recoverable or identifiable from the contexts or circumstances. Not doing this, Europeans are often commented upon that their sentences in Chinese are too often inundated with unwanted pronouns!!

Phonological Characteristics of Chinese

Phonology refers to the system of sound, the pronunciation, of a language. To untrained ears, Chinese language sounds unfamiliar, sort of alien in a way. This is due to the fact that Chinese sound system contains some elements that are not part of the sound systems of European languages, though commonly found on the Asian continent. These features will be explained below.

On the whole, the Chinese sound system is not really very complicated. It has 7 vowels, 5 of which are found in English (i, e, a, o, u), plus 2 which are not (-e,); and it has 21 consonants, 15 of which are quite common, plus 6 which are less common (zh, ch, sh, r, z, c). And Chinese has a fairly simple syllable shape, i.e., consonant + vowel plus possible nasals (n or ng). What is most striking to English speakers is that every syllable in Chinese has a 'tone', as will be detailed directly below. But, a word on the sound representation, the pinyin system, first.

A. Hanyu Pinyin. Hanyu Pinyin is a variety of Romanization systems that attempt to represent the sound of Chinese through the use of Roman letters (abc…). Since the end of the 19th century, there have been about half a dozen Chinese Romanization systems, including the Wade-Giles, Guoyu Luomazi, Yale, Hanyu Pinyin, Lin Yutang, and Zhuyin Fuhao Di'ershi, not to mention the German system, the French system etc. Thanks to the consensus of media worldwide, and through the support of the UN, Hanyu Pinyin has become the standard worldwide. Taiwan is probably the only place in the world that does not support nor employ Hanyu Pinyin. Instead, it uses non-Roman symbols to represent the sound, called Zhuyin Fuhao, alias BoPoMoFo (cf. the symbols employed in this volume). Officially, that is. Hanyu Pinyin represents the Chinese sound as follows.

b, p, m, f   d, t, n, l   g, k, h   j, q, x   zh, ch, sh, r   z, c, s

a, o, -e, e   ai, ei, ao, ou   an, en, ang, eng   -r, i, u, ü

B. Chinese is a tonal language. A tone refers to the voice pitch contour. Pitch contours are used in many languages, including English, but for different functions in different languages. English uses them to indicate the speaker's viewpoints, e.g., 'well' in different contours may indicate impatience, surprise, doubt etc. Chinese, on the other hand, uses contours to refer to different meanings, words. Pitch contours with different linguistic functions are not transferable from one language to another. Therefore, it would be futile trying to learn Chinese tones by looking for or identifying their contour counterparts in English.

Mandarin Chinese has 4 distinct tones, the fewest among all Han dialects, i.e., level, rising, dipping and falling, marked — ˊˇˋ, and it has only one tone-change rule, i.e., ˇ ˇ → ˊˇ, though the conditions for this change are fairly complicated. In addition to the four tones, Mandarin also has one neutral(ized) tone, i.e., ˙ , pronounced short/unstressed, which is derived, historically if not synchronically, from the 4 tones; hence the term neutralized. Again, the conditions and environments for the neutralization are highly complex and cannot be explored in this space.

C. Syllable final –r effect (vowel retroflexivisation). The northern variety of Hanyu, esp. in Beijing, is known for its richness in the –r effect at the end of a syllable. For example, 'flower' is 'huā' in southern China but 'huār' in Beijing. Given the prominence of the city Beijing, this sound feature tends to be defined as standard nationwide; but that –r effect is rarely attempted in the south. There do not seem to be rigorous rules governing what can and what cannot take the –r effect. It is thus advised that learners of Chinese resort to rote learning in this case, as probably even native speakers of northern Chinese do.

D. Syllables in Chinese do not 'connect'. 'Connect' here refers to the merging of the tail of a syllable with the head of a subsequent syllable, e.g., English pronounces 'at' + 'all' as 'at+tall', 'did' +'you' as 'did+dyou' and 'that'+'is' as 'that+th'is'. On the other hand, syllables in Chinese are isolated from each other and do not connect in this way. Fortunately, this is not a serious problem for English language learners, as the syllable structures in Chinese are rather limited, and there are not many candidates for this merging. We noted above that Chinese syllables take the form of CV plus possible 'n' and 'ng'. CV does not give rise to connecting, not even

in English; so be extra cautious when a syllable ends with 'n' or 'g' and a subsequent syllable begins with a V, e.g., MĭnÀo 'Fujian Province and Macao'. Nobody would understand 'min+nao'!!

E. Retroflexive consonants. 'Retroflexive' refers to consonants that are pronounced with the tip of the tongue curled up (-flexive) backwards (retro-). There are altogether 4 such consonants, i.e., zh, ch, sh, and r. The pronunciation of these consonants reveals the geographical origin of native Chinese speakers. Southerners do not have them, merging them with z, c, and s, as is commonly observed in Taiwan. Curling up of the tongue comes in various degrees. Local Beijing dialect is well known for its prominent curling. Imagine curling up the tongue at the beginning of a syllable and curling it up again for the –r effect!! ! Try 'zhèr-over here', 'zhuōr-table' and 'shuĭr-water'.

On Chinese Grammar

'Grammar' refers to the ways and rules of how words are organized into a string that is a sentence in a language. Given the fact that all languages have sentences, and at the same time non-sentences, all languages including Chinese have grammar. In this section, the most salient and important features and issues of Chinese grammar will be presented, but a summary of basic structures, as referenced against English, is given first.

A. Similarities in Chinese and English.

	English	Chinese
SVO	They sell coffee.	Tāmen mài kāfēi.
AuxV+Verb	You may sit down!	Nĭ kĕyĭ zuòxià ō!
Adj+Noun	sour grapes	suān pútáo
Prep+its Noun	at home	zài jiā
Num+Meas+Noun	a piece of cake	yí kuài dàngāo
Demons+Noun	those students	nàxiē xuéshēng

B. Dissimilar structures.

	English	Chinese
RelClause: Noun	the book that you bought	nĭ măi de shū
VPhrase: PrepPhrase	to eat at home	zài jiā chīfàn
Verb: Adverbial	Eat slowly!	Mànmār chī!

	6th Sept, 1967	1967 nián 9 yuè 6 hào
Set: Subset	Taipei, Taiwan	Táiwān Táiběi
	3 of my friends…	wǒ de péngyǒu, yǒu sān ge…

C. Modifier precedes modified (MPM). This is one of the most important grammatical principles in Chinese. We see it operating actively in the charts given above, so that adjectives come before nouns they modify, relative clauses also come before the nouns they modify, possessives come before nouns (tāde diànnǎo 'his computer'), auxiliary verbs come before verbs, adverbial phrases before verbs, prepositional phrases come before verbs etc. This principle operates almost without exceptions in Chinese, while in English modifiers sometimes precede and some other times follow the modified.

D. Principle of Temporal Sequence (PTS). Components of a sentence in Chinese are lined up in accordance with the sequence of time. This principle operates especially when there is a series of verbs contained within a sentence, or when there is a sentential conjunction. First compare the sequence of 'units' of an event in English and that in its Chinese counterpart.

Event: David /went to New York/ by train /from Boston/ to see his sister.

English: 1 2 3 4 5

Chinese: 1 4 2 3 5

Now in real life, David got on a train, the train departed from Boston, it arrived in New York, and finally he visited his sister. This sequence of units is 'natural' time, and the Chinese sentence 'Dàwèi zuò huǒchē cóng Bōshìdùn dào Niǔyuē qù kàn tā de jiějie' follows it, but not English. In other words, Chinese complies strictly with PTS.

When sentences are conjoined, English has various possibilities in organizing the conjunction. First, the scenario. H1N1 hits China badly (event-1), and as a result, many schools were closed (event-2). Now, English has the following possible ways of conjoining to express this, e.g.,

Many schools were closed, because/since H1N1 hit China badly. (E2+E1)

H1N1 hit China badly, so many schools were closed. (E1+E2)

As H1N1 hit China badly, many schools were closed. (E1+E2)

Whereas the only way of expressing the same in Chinese is E1+E2 when both conjunctions are used (yīnwèi… suǒyǐ…), i.e.,

Zhōngguó yīnwèi H1N1 gǎnrǎn yánzhòng (E1), suǒyǐ xǔduō xuéxiào zhànshí guānbì (E2).

PTS then helps explain why 'cause' is always placed before 'consequence' in Chinese.

PTS is also seen operating in the so-called verb-complement constructions in Chinese, e.g., shā-sǐ 'kill+dead', chī-bǎo 'eat+full', dǎ-kū 'hit+cry' etc. The verb represents an action that must have happened first before its consequence.

There is an interesting group of adjectives in Chinese, namely 'zǎo-early', 'wǎn-late', 'kuài-fast', 'màn-slow', 'duō-plenty', and 'shǎo-few', which can be placed either before (as adverbials) or after (as complements) of their associated verbs, e.g.,

Nǐ míngtiān zǎo diǎr lái! (Come earlier tomorrow!)

Wǒ lái zǎo le. Jìnbúqù. (I arrived too early. I could not get in.)

When 'zǎo' is placed before the verb 'lái', the time of arrival is intended, planned, but when it is placed after, the time of arrival is not pre-planned, maybe accidental. The difference complies with PTS. The same difference holds in the case of the other adjectives in the group, e.g.,

Qǐng nǐ duō mǎi liǎngge! (Please get two extra!)

Wǒ mǎiduō le. Zāotà le! (I bought two too many. Going to be wasted!)

'Duō' in the first sentence is going to be pre-planned, a pre-event state, while in the second, it's a post-event report. Pre-event and post-event states then are naturally taken care of by PTS. Our last set in the group is more complicated. 'Kuài' and 'màn' can refer to amount of time in addition to manner of action, as illustrated below.

Nǐ kuài diǎr zǒu; yào chídào le! (Hurry up and go! You'll be late (e.g., for work)!)

Qǐng nǐ zǒu kuài yìdiǎr! (Please walk faster!)

'Kuài' in the first can be glossed as 'quick, hurry up' (in as little time as possible after the utterance), while that in the second refers to manner of walking. Similarly, 'màn yìdiǎr zǒu-don't leave yet' and 'zǒu màn yìdiǎr-walk more slowly'.

We have seen in this section the very important role in Chinese grammar played by variations in word-order. European languages exhibit rich resources in changing the forms of verbs, adjectives and nouns, and Chinese, like other Asian languages, takes great advantage of word-order.

E. Where to find subjects in existential sentences. Existential sentences refer to sentences in which the verbs express appearing (e.g., coming), disappearing (e.g., going) and presence (e.g., written (on the wall)). The existential verbs are all intransitive, and thus they are all associated with a subject, without any objects naturally. This type of sentences deserves a mention in this introduction, as they exhibit a unique structure in Chinese. When their subjects are in definite reference (something that can be referred to, e.g., pronouns and nouns with definite article in English) the subject appears at the front of the sentence, i.e., before the existential verb, but when their subjects are in indefinite reference (nothing in particular), the subject appears after the verb. Compare the following pair of sentences in Chinese against their counterparts in English.

Kèrén dōu lái le. Chīfàn ba! (All the guests we invited have arrived. Let's serve the dinner.)

Duìbùqǐ! Láiwǎn le. Jiālǐ láile yí ge kèrén. (Sorry for being late! I had an (unexpected) guest.)

More examples of post-verbal subjects are given below.

Zhè cì táifēng sǐle bù shǎo rén. (Quite a few people died during the typhoon this time.)

Zuótiān wǎnshàng xiàle duōjiǔ de yǔ? (How long did it rain last night?)

Zuótiān wǎnshàng pǎole jǐ ge fànrén? (How many inmates got away last night?)

Chēzi lǐ zuòle duōshǎo rén a? (How many people were in the car?)

Exactly when to place the existential subject after the verb will remain a challenge for learners of Chinese for quite a significant period of time. Again, observe and deduce!! Memorising sentence by sentence would not help!!

The existential subjects presented above are simple enough, e.g., people, a guest, rain and inmates. But when the subject is complex, further complications emerge!! A portion of the complex subject stays in front of the verb, and the remaining goes to the back of the verb, e.g.,

Míngtiān nǐmen qù jǐge rén? (How many of you will be going tomorrow?)

Wǒ zuìjìn diàole bù shǎo tóufǎ. (I lost=fell quite a lot of hair recently.)

Qùnián dìzhèn, tā sǐle sān ge gēge. (He lost=died 3 brothers during the earthquake last year.)

In linguistics, we say that existential sentences in Chinese have a lot of semantic and information structures involved.

F. A tripartite system of verb classifications in Chinese. English has a clear division between verbs and adjectives, but the boundary in Chinese is quite blurred, which quite seriously misleads English-speaking learners of Chinese. The error in *Wǒ jīntiān shì máng. 'I am busy today.' is a daily observation in Chinese 101! Why is it a common mistake for beginning learners? What do our textbooks and/or teachers do about it, so that the error is discouraged, if not suppressed? Nothing, much! What has not been realized in our profession is that Chinese verb classification is more strongly semantic, rather than more strongly syntactic as in English.

Verbs in Chinese have 3 sub-classes, namely Action Verbs, State Verbs and Process Verbs. Action Verbs are time-sensitive activities (beginning and ending, frozen with a snap-shot, prolonged), are will-controlled (consent or refuse), and usually take human subjects, e.g., 'chī-eat', 'mǎi-buy' and 'xué-learn'. State Verbs are non-time-sensitive physical or mental states, inclusive of the all-famous adjectives as a further sub-class, e.g., 'ài-love', 'xīwàng-hope' and 'liàng-bright'. Process Verbs refer to instantaneous change from one state to another, 'sǐ-die', 'pò-break, burst' and 'wán-finish'.

The new system of parts of speech in Chinese as adopted in this series is built on this very foundation of this tripartite verb classification. Knowing this new system will be immensely helpful in learning quite a few syntactic structures in Chinese that are nicely related to the 3 classes of verbs, as will be illustrated with negation in Chinese in the section below.

The table below presents some of the most important properties of these 3 classes of verbs, as reflected through syntactic behaviour.

	Action Verbs	State Verbs	Process Verbs
Hěn- modification	✘	✓	✘
Le- completive	✓	✘	✓
Zài- progressive	✓	✘	✘
Reduplication	✓ (tentative)	✓ (intensification)	✘
Bù- negation	✓	✓	✘
Méi- negation	✓	✘	✓

Here are more examples of 3 classes of verbs.

Action Verbs: mǎi 'buy', zuò 'sit', xué 'learn; imitate', kàn 'look'

State Verbs: xǐhuān 'like', zhīdào 'know', néng 'can', guì 'expensive'

Process Verbs: wàngle 'forget', chén 'sink', bìyè 'graduate', xǐng 'wake up'

G. Negation. Negation in Chinese is by means of placing a negative adverb immediately in front of a verb. (Remember that adjectives in Chinese are a type of State verbs!) When an action verb is negated with 'bu', the meaning can be either 'intend not to, refuse to' or 'not in a habit of', e.g.,

Nǐ bù mǎi piào; wǒ jiù bú ràng nǐ jìnqù! (If you don't buy a ticket, I won't let you in!)

Tā zuótiān zhěng tiān bù jiē diànhuà. (He did not want to answer the phone all day yesterday.)

Dèng lǎoshī bù hē jiǔ. (Mr. Teng does not drink.)

'Bù' has the meaning above but is independent of temporal reference. The first sentence above refers to the present moment or a minute later after the utterance, and the second to the past. A habit again is panchronic. But when an action verb is negated with 'méi(yǒu)', its time reference must be in the past, meaning 'something did not come to pass', e.g.,

Tā méi lái shàngbān. (He did not come to work.)

Tā méi dài qián lái. (He did not bring any money.)

A state verb can only be negated with 'bù', referring to the non-existence of that state, whether in the past, at present, or in the future, e.g.,

Tā bù zhīdào zhèjiàn shì. (He did not/does not know this.)

Tā bù xiǎng gēn nǐ qù. (He did not/does not want to go with you.)

Niǔyuē zuìjìn bú rè. (New York was/is/will not be hot.)

A process verb can only be negated with 'méi', referring to the non-happening of a change from one state to another, usually in the past, e.g.,

Yīfú méi pò; nǐ jiù rēng le? (You threw away perfectly good clothes?)

Niǎo hái méi sǐ; nǐ jiù fàng le ba! (The bird is still alive. Why don't you let it free?)

Tā méi biyè yǐqián, hái děi dǎgōng. (He has to work odd jobs before graduating.)

As can be gathered from the above, negation of verbs in Chinese follows neat patterns, but this is so only after we work with the new system of verb classifications as presented in this series. Here's one more interesting fact about negation in Chinese before closing this section. When some action verbs refer to some activities that result in something stable, e.g., when you put on clothes, you want the clothes to stay on you, the negation of those verbs can be usually translated in the present tense in English, e.g.,

Tā zěnme méi chuān yīfú? (How come he is naked?)

Wǒ jīntiān méi dài qián. (I have no money with me today.)

H. A new system of Parts of Speech in Chinese. In the system of parts of speech adopted in this series, there are at the highest level a total of 8 parts of speech, as given below. This system includes the following major properties. First and foremost, it is errors-driven and can address some of the most prevailing errors exhibited by learners of Chinese. This characteristic dictates the depth of sub-categories in a system of grammatical categories. Secondly, it employs the concept of 'default'. This property greatly simplifies the over-all framework of the new system, so that it reduces the number of categories used, simplifies the labeling of categories, and takes advantage of the learners' contribution in terms of positive transfer. And lastly, it incorporates both semantic as well as syntactic concepts, so that it bypasses the traditionally problematic category of adjectives by establishing three major semantic types of verbs, viz. action, state and process.

Adv	Adverb (dōu 'all', dàgài 'probably')
Conj	Conjunction (gēn 'and', kěshì 'but')
Det	Determiner (zhè 'this', nà 'that')
M	Measure (ge, tiáo; xià, cì)
N	Noun (wǒ 'I', yǒngqì 'courage')
Ptc	Particle (ma 'question particle', le 'completive verbal particle')
Prep	Preposition (cóng 'from', duìyú 'regarding')
V	Action Verb, transitive (mǎi 'buy', chī 'eat')
Vi	Action Verb, intransitive (kū 'cry', zuò 'sit')
Vaux	Auxiliary Verb (néng 'can', xiǎng 'would like to')
V-sep	Separable Verb (jiéhūn 'get married', shēngqì 'get angry')
Vs	State Verb, intransitive (hǎo 'good', guì 'expensive')
Vst	State Verb, transitive (xǐhuān 'like', zhīdào 'know')
Vs-attr	State Verb, attributive (zhǔyào 'primary', xiùzhēn 'mini-')
Vs-pred	State Verb, predicative (gòu 'enough', duō 'plenty')
Vp	Process Verb, intransitive (sǐ 'die', wán 'finish')
Vpt	Process Verb, transitive (pò (dòng) 'lit. break (hole) , liè (fèng) 'lit. crack (a crack))

Notes:

Default values: When no marking appears under a category, a default reading takes place, which has been built into the system by observing the commonest patterns of the highest frequency. A default value can be loosely understood as the most likely candidate. A default system results in using fewer symbols, which makes it easy on the eyes, reducing the amount of processing. Our default readings are as follows.

Default transitivity. When a verb is not marked, i.e., V, it's an action verb. An unmarked action verb, furthermore, is transitive. A state verb is marked as Vs, but if it's not further marked, it's intransitive. The same holds for process verbs, i.e., Vp is by default intransitive.

Default position of adjectives. Typical adjectives occur as predicates, e.g., 'This is *great*!' Therefore, unmarked Vs are predicative, and adjectives that cannot be predicates will be marked for this feature, e.g. zhǔyào 'primary' is an adjective but it cannot be a predicate, i.e., *Zhètiáo lù hěn zhǔyào. '*This road is very primary.' Therefore it is marked Vs-attr, meaning it can only be used attributively, i.e., zhǔyào dàolù 'primary road'. On the other hand, 'gòu' 'enough' in Chinese can only be used predicatively, not attributively, e.g. 'Shíjiān gòu' '*?Time is

enough.', but not *gòu shíjiān 'enough time'. Therefore gòu is marked Vs-pred. Employing this new system of parts of speech guarantees good grammar!

Default wordhood. In English, words cannot be torn apart and be used separately, e.g. *mis- not –understand. Likewise in Chinese, e.g. *xǐbùhuān 'do not like'. However, there is a large group of words in Chinese that are exceptions to this probably universal rule and can be separated. They are called 'separable words', marked -sep in our new system of parts of speech. For example, shēngqì 'angry' is a word, but it is fine to say *shēng tā qì* 'angry at him'. Jiéhūn 'get married' is a word but it's fine to say *jié*guò*hūn* 'been married before' or *jié*guò sān cì *hūn* 'been married 3 times before'. There are at least a couple of hundred separable words in modern Chinese. Even native speakers have to learn that certain words can be separated. Thus, memorizing them is the only way to deal with them by learners, and our new system of parts of speech helps them along nicely. Go over the vocabulary lists in this series and look for the marking –sep.

Now, what motivates this severing of words? Ask Chinese gods, not your teachers! We only know a little about the syntactic circumstances under which they get separated. First and foremost, separable words are in most cases intransitive verbs, whether action, state or process. When these verbs are further associated with targets (nouns, conceptual objects), frequency (number of times), duration (for how long), occurrence (done, done away with) etc., separation takes pace and these associated elements are inserted in between. More examples are given below.

Wǒ jīnnián yǐjīng *kǎo*guò 20 cì *shì* le!! (I've taken 20 exams to date this year!)

Wǒ *dào*guò *qiàn* le; tā hái shēngqì! (I apologized, but he's still mad!)

Fàng sān tiān *jià*; dàjiā dōu zǒu le. (There will be a break of 3 days, and everyone has left.)

Final Words

This is a very brief introduction to the modern Mandarin Chinese language, which is the standard world-wide. This introduction can only highlight the most salient properties of the language. Many other features of the language have been left out by design. For instance, nothing has been said about the patterns of word-formations in Chinese, and no presentation has been made of the unique written script of the language. Readers are advised to search on-line for resources relating to particular aspects of the language. For reading, please consult a highly readable best-seller in this regard, viz. Li, Charles and Sandra Thompson. 1982. Mandarin Chinese: a reference grammar. UC Los Angeles Press. (Authorised reprinting by Crane publishing Company, Taipei, Taiwan, still available as of October 2009).



Highlights of Lessons

Lessons	Topic & Themes	Learning Objectives
1 Excuse Me. How Do You Get to Shida?	Asking Directions	1. Learning to ask for directions. 2. Learning to talk about locations and give directions. 3. Learning to describe events that involve two concurrent actions. 4. Learning to express sensory feelings.
2 Take the MRT Instead!	Transportation	1. Learning to describe public transportation in Taiwan. 2. Learning to ask and answer questions about modes of transportation to designated places. 3. Learning to compare, explain, and choose suitable means of transportation. 4. Learning to express comparisons, warnings, and suggestions.
3 Your Chinese Has Improved!	Studying	1. Learning to talk about past experiences. 2. Learning to talk about my language learning experience. 3. Learning to express my views on language learning. 4. Learning to talk about my daily schedule and what I do on holidays.
4 I Work Part-time. I Teach French.	Work	1. Learning to talk about my education background and working experiences. 2. Learning to talk about the ideal job, its responsibilities and salary. 3. Learning to ask questions related to job responsibilities. 4. Learning to list at least two things or areas of expertise.
5 Attending a Wedding Reception	Inter-personal Relationships	1. Learning to understand Taiwanese wedding traditions. 2. Learning to describe the way people dress and appear at a wedding reception. 3. Learning to introduce people to others. 4. Learning to congratulate newlyweds.

Grammar	Bits of Chinese Culture
1. 從 cóng…往 wǎng… *go…from…* 2. Judgmental V- 起來 qǐlái *it's my assessment that…* 3. Ongoing Action with 著 zhe 4. Two Simultaneously Actions with 一邊 yìbiān…一邊 yìbiān… 5. Distance from with 離 lí…	1. Taiwan's Thoroughfares 2. Taipei's Road and Street Names
1. Emphatic Negation with 一點也不 yìdiǎn yě bù V… 2. 還是 háishì…吧 ba ！ *It will be better if …* 3. Form Adverbials with 一點 yìdiǎn 4. Reduplication of Disyllabic Adjectives 5. 不太 bútài *not very* 6. Locations with 部 bù / 邊 biān	Taipei MRT's Multilingual Announcements
1. Various Functions of 差不多 chàbùduō 2. Experience Particle 過 guò 3. 才 cái *merely, only* 4. 想起來 xiǎng qǐlái *to have remembered* 5. Longer/Later Than Expected with 才 cái 6. Tentative Action with Reduplicated Disyllabic Verbs ABAB	Foreign Loanwords
1. 除了 chúle…，還 hái… *in addition to…* 2. 按照 ànzhào… *in accordance with* 3. Various Meaning of the Preposition 跟 gēn 4. Various Meanings of 給 gěi 5. 對 duì… *towards…*	Student Employment in Taiwan
1. 還 hái *still* 2. Manner of an Action with V 著 zhe 3. Multiple Verb Phrases in a Sentence 4. When A comes, then B…with 等 děng…就 jiù… 5. While doing A, B happens with V 著 zhe V 著 zhe，就 jiù…了 le	The "Red Bomb" – Taiwan's Custom of Giving Practical Gifts

Lessons	Topic & Themes	Learning Objectives
6 I Plan to Move Closer to School	Moving Home	1. Learning to talk about living environments. 2. Learning to talk about and negotiate rent. 3. Learning to describe moving objects. 4. Learning to ask and answer hypothetical questions.
7 The Garbage Truck Is Here!	Living Environment	1. Learning to express my views on new things and events. 2. Learning to express my understanding of cultural differences. 3. Learning to give advice and inform of possible consequences. 4. Learning to use directional verbs in expressions.
8 Learning Kungfu	Leisure Activities	1. Learning how to talk about my hobbies. 2. Learning how to give and understand invitations. 3. Learning how to accept or decline invitations. 4. Learning how to express how I feel.
9 That City Is Really Beautiful	National Environment	1. Learning to compare two different places. 2. Learning to describe things I have seen in my travels. 3. Learning to express my understanding of cultural differences. 4. Learning to narrate unforgettable experiences or people.
10 Come to My Place to Make Dumplings	Socializing	1. Learning to explain how to make a dish. 2. Learning to talk about ingredients. 3. Learning to introduce the cuisines found in my country. 4. Learning to express surprise.

Grammar	Bits of Chinese Culture
1. Destination Marker 到 dào 2. Indirect Object Marker 給 gěi 3. Resultant Location with V+ 在 zài… 4. Moving an Object to a Location with 把 bǎ 5. 而且 érqiě *furthermore*	The Twelve Animals of the Chinese Zodiac
1. Directional Constructions V_1V_2 and $V_1V_2V_3$ 2. 把 bǎ with $V_1V_2V_3$ 3. Confrontation with 嗎 ma 4. Existential Sentence with Posture Verbs 5. 為了 wèile *in order to*	Taiwan's Musical Garbage Trucks
1. 見 jiàn as a Perceptual Result 2. 懂 dǒng as a Cognitive Result 3. 會 huì as an Achievement Result 4. Potential Capability with - 得 de - or - 不 bù - 5. Capability Complement 了 liǎo 6. Vs + 得 de + complement *so...that...* 7. To Keep on Doing Something with 下去 xiàqù 8. Completion of an Action with V + 完 wán	Morning Activities in the Park
1. All set and ready with Verb complement 好 hǎo 2. To be successful in ...with Verb complement 到 dào 3. Comparison with 比起來 bǐ qǐlái 4. 像 xiàng…一樣 yí yàng… *is just like...* 5. Adverbial Complements 極了 jí le, 得不得了 de bùdéliǎo, 得很 de hěn *terribly, extremely* 6. Verb complement 起 qǐ *to be able to afford*	Taiwan's Historic Architecture
1. *To figure out* with the Complement 出來 chūlái 2. *Enough space to accommodate* with Verb Complement 下 xià 3. Disposal Construction 把 bǎ with Verb Reduplication 把 bǎ…V(一)V 4. Disposal Construction 把 bǎ with Resultative Complements 5. 趁 chèn *seize the moment*	Where Can You Sample All the Best Cuisines of China? Taiwan!

Lessons	Topic & Themes	Learning Objectives
⑪ Taiwan Really Has Lots of Fun Places	Traveling	1. Learning to talk about travel plans. 2. Learning to talk about scenic spots, their locations, and surroundings. 3. Learning to describe the scenery and what is special about it. 4. Learning to express satisfaction and disappointment.
⑫ How to Have a Healthy Diet?	Food Culture	1. Learning to talk about my eating habits and the eating customs in my country. 2. Learning to talk about the good and bad aspects of an event or situation. 3. Learning to give suggestions on healthy eating. 4. Learning to talk about the different flavors of food and how to make food.
⑬ I Lost My Cell Phone	The Internet and Life	1. Learning to express and respond to dissuasion. 2. Learning to express the frequency of events. 3. Learning to offer solutions for problems. 4. Learning to make imperative and command statements.
⑭ I Am Going to Start Looking for a Job	Plans for the Future	1. Learning to talk about my studies and lifestyle. 2. Learning to talk about my future and my plans for the future. 3. Learning to talk about my career plans and expectations. 4. Learning to talk about my friends' educational background and plans for the future.
⑮ Lunar New Year	Holidays	1. Learning to express welcome and carry on conversations with visiting guests. 2. Learning to explain Lunar New Year traditions. 3. Learning to say and understand Lunar New Year's greetings. 4. Learning to use compliments to express the beginning or result of an action.

Grammar	Bits of Chinese Culture
1. The Others 其他的 qítā de vs. Other 別的 biéde vs. Another 另外的 lìngwài de 2. Verb Classifiers 下 xià, 趟 tàng, 遍 biàn, and 次 cì 3. Expressing *next in sequence* with 然後 ránhòu, 後來 hòulái, and 以後 yǐhòu 4. 才 cái *then and only then* 5. Passive Sentences with 被 bèi 6. Verb Reduplication in V了 le V 7. Verb Particle (Complement) 上 shàng *coming into contact*	Taiwanese Folk Beliefs
1. 讓 ràng *to let someone do something* 2. 快一點 kuài yìdiǎn *hurry up* 3. Verb Particle 起 qǐ *to touch upon* 4. 只要 zhǐyào…就 jiù… *as long as…* 5. 越 yuè…越 yuè… *the more…, the more…* 6. Topic as Contrastive	Vegetarianism in Taiwan
1. Completion of Action with V + 過 guò 2. Verb Particle 走 zǒu *away* 3. Imperative Sentences with 叫 jiào 4. 別再 bié zài…了 le *stop doing it* 5. To offer assurance with 會 huì…的 de 6. 透過 tòuguò… *by means of…* 7. 才 cái…就 jiù… *only just…, and…already* 8. Frequency with 每 měi + Time Expression 9. 只有 zhǐyǒu…，才 cái… *cannot …, unless…*	Taiwan's "Bowed-head Tribe"
1. 就要 jiù yào…了 le *will soon…* 2. 說到 shuōdào / 談到 tándào… *talking of …* 3. 對 duì A 有 yǒu B *to be B in A* 4. 連 lián…都 dōu… *even* 5. 不但 búdàn…，而且 érqiě… *not only…but also…* 6. Unintentional 把 bǎ construction	The Imperial Examination System and Taiwan's Credentialism
1. Post-verbal Preposition 到 dào *upto, till* 2. Manner 一 M 一 M *one at a time* 3. Intensifying a State with 一 M 一 M *more and more X; more X than the last…* 4. Inchoative Meaning with 起來 qǐlái 5. Four-Character Phrases 四字格 sìzìgé	Eat Your Way to Good Fortune – Lunar New Year Treats in Taiwan



Parts of Speech in Chinese

List of Parts of Speech in Chinese

Symbols	Parts of speech	八大詞類	Examples
N	noun	名詞	水、五、昨天、學校、他、幾
V	verb	動詞	吃、告訴、容易、快樂，知道、破
Adv	adverb	副詞	很、不、常、到處、也、就、難道
Conj	conjunction	連詞	和、跟，而且、雖然、因為
Prep	preposition	介詞	從、對、向、跟、在、給
M	measure	量詞	個、張、碗、次、頓、公尺
Ptc	particle	助詞	的、得、啊、嗎、完、掉、把、喂
Det	determiner	限定詞	這、那、某、每、哪

Verb Classification

Symbols	Classification	動詞分類	Examples
V	transitive action verbs	及物動作動詞	買、做、說
Vi	intransitive action verbs	不及物動作動詞	跑、坐、睡、笑
V-sep	intransitive action verbs, separable	不及物動作離合詞	唱歌、上網、打架
Vs	intransitive state verbs	不及物狀態動詞	冷、高、漂亮
Vst	transitive state verbs	及物狀態動詞	關心、喜歡、同意
Vs-attr	intransitive state verbs, attributive only	唯定不及物狀態動詞	野生、公共、新興
Vs-pred	intransitive state verbs, predicative only	唯謂不及物狀態動詞	夠、多、少
Vs-sep	intransitive state verbs, separable	不及物狀態離合詞	放心、幽默、生氣
Vaux	auxiliary verbs	助動詞	會、能、可以
Vp	intransitive process verbs	不及物變化動詞	破、感冒、壞、死
Vpt	transitive process verbs	及物變化動詞	忘記、變成、丟
Vp-sep	intransitive process verbs, separable	不及物變化離合詞	結婚、生病、畢業

Default Values of the Symbols

Symbols	Default values
V	action, transitive
Vs	state, intransitive
Vp	process, intransitive
V-sep	separable, intransitive



Classroom Phrases



1. 上課了。
2. 請打開書。
3. 請看第五頁。
4. 我說，你們聽。
5. 請跟我說。
6. 請再說／念一次。
7. 請回答。
8. 請問，這個字怎麼念／寫？
9. 對了！
10. 不對。
11. 請念對話。
12. 請看黑板。
13. 懂不懂？
14. 懂了！
15. 有沒有問題？
16. 很好！
17. 下課。





Introduction to Characters

李明華



Li Ming-hua is from Taipei, Taiwan.

Male. Age 32.

Single.

He works in a bank. He has worked in Vietnam for 6 months and is an acquaintance of Yue-mei Chen's father, who entrusted the responsibility of taking care of his daughter to Ming-hua. They met at the airport.



陳月美



Chen Yue-mei is from Hanoi, Vietnam.

Female. Age 22.

She traveled to Taiwan with her father's friend,Wang Kai-wen. They were picked up at the airport by Ming-hua, her father's Taiwanese acquaintance.

She is a student. Ru-yu and An-tong are her classmates.

白如玉



Bai Ru-yu is from New York, USA.

Female. Age 21.

She is a student. Yue-mei and An-tong are her classmates.

馬安同



Ma An-tong is from Tegucigalpa, Republic of Honduras.

Male. Age 22.

He is a student. Yue-mei and Ru-yu are his classmates.
He is Yi-jun's language exchange partner and Yi-jun is his best friend in Taiwan.

田中誠一



Tianzhong Chengyi is from Tokyo, Japan.

Male. Age 30. Single.

He works in Taiwan as an expatriate of a Japanese motor company. Besides working, he is also learning Chinese in a language center. He is in the same class with Yue-mei, Ru-yu, and An-tong and he happens to be Li Ming-hua's client. Tianzhong's girlfriend is coming to Taiwan and he wants to show her around.

高美玲

Meiling is from Paris, France.

Female.

She is learning Chinese at the NTNU. She took classes on Asian Cultures and Linguistics when she studied in the college.

李東健

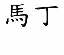


Dongjian is from Seoul, Korea.

Male.

He is an exchange student, and is learning Chinese at the NTNU.

馬丁





Ma Ding is from London, England.

Male.

He has a bachelor's degree and working experience, and currently learning Chinese at the NTNU.

林愛麗







Aili is a Canadian-born Chinese.

Female.

She is an undergraduate in the college. Although she speaks Chinese with her parents, she cannot write Chinese characters. She came to Taiwan to improve her Chinese, and is learning Chinese at NTNU. Aili majors in International Relations. She hasn't decided if she will become an interpreter or a diplomat. To further improve her knowledge in the two fields, she decides to stay in Taiwan to pursue her master's degree.



第一課

請問，到師大怎麼走？

Excuse Me. How Do You Get to Shida?

學習目標 Learning Objectives

Topic: 問路 Asking Directions

- Learning to ask for directions.
- Learning to talk about locations and give directions.
- Learning to describe events that involve two concurrent actions.
- Learning to express sensory feelings.



請問，到師大怎麼走？

Excuse Me. How Do You Get to Shida?

對話 Dialogue

 01-01



路　人：你需要我幫忙嗎？
安　同：我好像迷路了。
路　人：你要去哪裡？
安　同：請問，到師大怎麼走？
路　人：你從這裡往前走，到了下一個路口，右轉——
安　同：右轉就到了嗎？聽起來不遠。
路　人：還沒到！你右轉以後，是和平東路一段，再往前一直走，過了第二個紅綠燈，就看見師大了。
安　同：謝謝，我知道了。
路　人：你的中文很好。

安　同：謝謝，我還得多學一點。能不能再告訴我，這附近有沒有提款機？
路　人：從這裡往和平東路走，好像沒有銀行，不過大部分的超商裡應該都有。
安　同：你說的「超商」是「7-11」那種便利商店嗎？
路　人：是的。對了，郵局也可以提錢。
安　同：我看見了，那邊有一家便利商店。謝謝，謝謝！
路　人：不客氣。

課文簡體字版 Text in Simplified Characters

路　人：你需要我帮忙吗？
安　同：我好像迷路了。
路　人：你要去哪里？
安　同：请问，到师大怎么走？
路　人：你从这里往前走，到了下一个路口，右转——
安　同：右转就到了吗？听起来不远。
路　人：还没到！你右转以后，是和平东路一段，再往前一直走，过了第二个红绿灯，就看见师大了。
安　同：谢谢，我知道了。
路　人：你的中文很好。
安　同：谢谢，我还得多学一点。能不能再告诉我，这附近有没有提款机？
路　人：从这里往和平东路走，好像没有银行，不过大部分的超商里应该都有。
安　同：你说的「超商」是「7-11」那种便利商店吗？
路　人：是的。对了，邮局也可以提钱。
安　同：我看见了，那边有一家便利商店。谢谢，谢谢！
路　人：不客气。

課文英譯 Text in English

Passer-by : Do you need any help?
Antong : I think I am lost.
Passer-by : Where did you want to go?
Antong : Could you tell me how to get to Shida (NTNU)?
Passer-by : Go straight from here. When you reach the next intersection, turn right…
Antong : Just turn right and I'm there? Doesn't sound very far.
Passer-by : Not yet. After you turn right, you will be on Heping East Road Section 1. Keep going straight. Once you cross the second traffic light, you will see NTNU.
Antong : Thank you. I understand.
Passer-by : Your Chinese is very good.
Antong : Thank you. I still have more to learn. Can you also tell me if there is an ATM machine around here?
Passer-by : I don't think there are any banks between here and Heping East Road, but most "超商" (convenience stores) should have an ATM.
Antong : By "超商", do you mean convenience stores like 7-11?
Passer-by : Yes. Oh, by the way, you can also withdraw money from the post office.
Antong : I see a convenience store over there. Thank you so much.
Passer-by : You're welcome.

生詞一 Vocabulary I


01-02

Vocabulary

1	走	zǒu	ㄗㄡˇ	(Vi)	to get to
2	路人	lùrén	ㄌㄨˋ ㄖㄣˊ	(N)	someone; lit. a person on the street
3	幫忙	bāngmáng	ㄅㄤ ㄇㄤˊ	(V-sep)	to help
4	迷路	mílù	ㄇㄧˊ ㄌㄨˋ	(Vp-sep)	to be lost, to have lost directions
5	下	xià	ㄒㄧㄚˋ	(Det)	next
6	路口	lùkǒu	ㄌㄨˋ ㄎㄡˇ	(N)	intersection

7	段	duàn	ㄉㄨㄢˋ	(N)	section
8	過	guò	ㄍㄨㄛˋ	(V)	to go past, to cross
9	第	dì	ㄉㄧˋ	(Det)	used to indicate ordinal numbers
10	紅綠燈	hónglǜdēng	ㄏㄨㄥˊ ㄌㄩˋ ㄉㄥ	(N)	traffic light
11	告訴	gàosù	ㄍㄠˋ ㄙㄨˋ	(V)	to tell
12	提款機	tíkuǎnjī	ㄊㄧˊ ㄎㄨㄢˇ ㄐㄧ	(N)	ATM machine
13	超商	chāo-shāng	ㄔㄠ ㄕㄤ	(N)	convenience store
14	應該	yīnggāi	ㄧㄥ ㄍㄞ	(Vaux)	should; ought to
15	郵局	yóujú	ㄧㄡˊ ㄐㄩˊ	(N)	post office
16	提	tí	ㄊㄧˊ	(V)	to withdraw (money)
17	那邊	nàbiān/ nèibiān	ㄋㄚˋ ㄅㄧㄢ / ㄋㄟˋ ㄅㄧㄢ	(N)	over there, yonder

Names

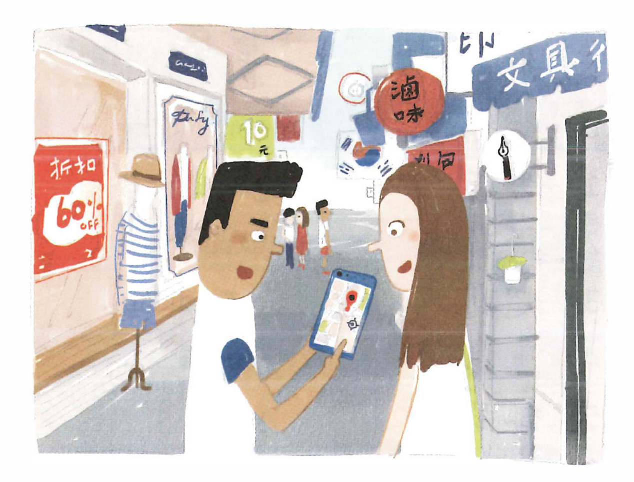
18	師大（師範大學）	Shīdà (Shīfàn Dàxué)	ㄕ ㄉㄚˋ (ㄕ ㄈㄢˋ ㄉㄚˋ ㄒㄩㄝˊ)		NTNU (National Taiwan Normal University)
19	和平東路	Hépíng Dōng Lù	ㄏㄜˊ ㄆㄧㄥˊ ㄉㄨㄥ ㄌㄨˋ		Heping East Road

Phrases

20	往前	wǎng qián	ㄨㄤˇ ㄑㄧㄢˊ		forward, ahead
21	右轉	yòu zhuǎn	ㄧㄡˋ ㄓㄨㄢˇ		to turn right
22	聽起來	tīng qǐlái	ㄊㄧㄥ ㄑㄧˇ ㄌㄞˊ		to sound, sound like
23	看見	kànjiàn	ㄎㄢˋ ㄐㄧㄢˋ		to see, to have seen

短文 Reading

 01-03



馬安同下載了新的地圖到手機裡，他找白如玉跟他在師大附近走走，試試地圖好用不好用。他們看著地圖，從學校門口往左轉，過了和平東路就到了師大路。在師大路上，他們看見很多賣小吃的店，也有賣衣服和日用品的商店。他們經過兩個小巷子再右轉，這邊的商店比師大路的多。

他們逛了半天，白如玉覺得有一點餓，所以他們到一家麵店，點了兩碗牛肉麵。他們一邊吃麵，一邊看著手機裡的地圖，發現離麵店不遠的巷子裡有一家賣背包的店。馬安同正好想買一個背包，所以決定吃了麵就到這家店去看看。

最後，馬安同買了一個背包，白如玉也在附近買了兩枝筆和一本本子。馬安同和白如玉都覺得，逛師大附近的店真有意思，吃的東西和日用品也很便宜。

課文簡體字版 Text in Simplified Characters

马安同下载了新的地图到手机里，他找白如玉跟他在师大附近走走，试试地图好用不好用。他们看着地图，从学校门口往左转，过了和平东路就到了师大路。在师大路上，他们看见很多卖小吃的店，也有卖衣服和日用品的商店。他们经过两个小巷子再右转，这边的商店比师大路的多。

他们逛了半天，白如玉觉得有一点饿，所以他们到一家面店，点了两碗牛肉面。他们一边吃面，一边看着手机里的地图，发现离面店不远的巷子里有一家卖背包的店。马安同正好想买一个背包，所以决定吃了面就到这家店去看看。

最后，马安同买了一个背包，白如玉也在附近买了两枝笔和一本本子。马安同和白如玉都觉得，逛师大附近的店真有意思，吃的东西和日用品也很便宜。

課文英譯 Text in English

Ma Antong downloaded a new map to his cell phone. He went to see Bai Ruyu and asked her to accompany him on a walk around NTNU to try out the map functions. Looking at the map, they turned left at the main entrance of the school. After crossing Heping East Road, they arrived at Shida Road. On Shida Road, they found a lot of eateries as well as shops selling clothes and articles of daily use. They took a right turn after a couple of small alleys. There were more shops there than on Shida Road.

After walking around for a while, Bai Ruyu was hungry. They went to a noodle shop and ordered two bowls of beef noodles. They checked out the map on the cell phone while eating and noticed a backpack shop in an alley not too far from the noodle shop. Ma Antong was just thinking about getting a backpack, so they decided to go to the store after they finished eating.

Ma Antong bought a backpack and Bai Ruyu bought two pens and a notebook nearby. Ma Antong and Bai Ruyu thought shopping in the NTNU area was fun and that the food and articles for daily use were very inexpensive.

生詞二 Vocabulary II

 01-04

Vocabulary

1	下載	xiàzài	ㄒㄧㄚˋ ㄗㄞˋ	(V)	to download
2	地圖	dìtú	ㄉㄧˋ ㄊㄨˊ	(N)	map
3	好用	hǎoyòng	ㄏㄠˇ ㄩㄥˋ	(Vs)	easy to use, handy
4	著	zhe	˙ㄓㄜ	(Ptc)	a particle indicating progression or continuation of action
5	日用品	rìyòngpǐn	ㄖˋ ㄩㄥˋ ㄆㄧㄣˇ	(N)	articles of daily use
6	經過	jīngguò	ㄐㄧㄥ ㄍㄨㄛˋ	(V)	to go past
7	巷子	xiàngzi	ㄒㄧㄤˋ ˙ㄗ	(N)	alley
8	餓	è	ㄜˋ	(Vs)	hungry
9	一邊	yìbiān	ㄧˋ ㄅㄧㄢ	(Adv)	indicates doing two things simultaneously, as, while
10	發現	fāxiàn	ㄈㄚ ㄒㄧㄢˋ	(Vpt)	to discover
11	離	lí	ㄌㄧˊ	(Prep)	(away) from

12	背包	bēibāo	ㄅㄟ ㄅㄠ	(N)	backpack
13	正好	zhènghǎo	ㄓㄥˋ ㄏㄠˇ	(Adv)	just, happen to
14	最後	zuìhòu	ㄗㄨㄟˋ ㄏㄡˋ	(Adv)	in the end, finally
15	枝	zhī	ㄓ	(M)	measure word for pens
16	筆	bǐ	ㄅㄧˇ	(N)	pen
17	本	běn	ㄅㄣˇ	(M)	measure word for books
18	本子	běnzi	ㄅㄣˇ ˙ㄗ	(N)	notebook

Phrases

19	左轉	zuǒ zhuǎn	ㄗㄨㄛˇ ㄓㄨㄢˇ	to turn left
20	師大路上	Shīdà Lù shàng	ㄕ ㄉㄚˋ ㄌㄨˋ ㄕㄤˋ	on Shida Road
21	麵店	miàn diàn	ㄇㄧㄢˋ ㄉㄧㄢˋ	noodle shop

文法 Grammar

I. 從 cóng…往 wǎng… *go... from...*

 01-05



Function: This pattern expresses directions of movements. 從 marks the beginning point and 往 marks the ending point of the movement.

1. 你從這裡往前一直走，就到師大了。
2. 從這個路口往右轉，你可以到學校宿舍。
3. 從學校大門往裡面走十分鐘，可以到語言中心。

Structures: If the beginning point of the movement is clear from the context,"從…" can often be omitted while "往…" is used alone. E.g.,

A：請問，圖書館怎麼走？　　B：你往前一直走，就到了。

Negation:

1. 你不能（從這裡）往前走，前面沒有路了。
2. 你不可以從這個路口往左轉，只可以往右轉。
3. 這公車不是往師大，是往火車站的。

Questions:

1. 我是不是從這裡往前面一直騎，就可以到花蓮？
2. 請問從師大有沒有往故宮博物院的公車？
3. 請問，我要到銀行去，是從這裡往前一直走嗎？

練習 Exercise

Use the "從…往…" pattern to explain how to get to different locations on the following map.



	A	→	B	你怎麼走？
1	白如玉的家	→	高鐵站：	________________。
2	郵局	→	學校：	________________。
3	學校	→	捷運站：	________________。
4	火車站	→	超市：	________________。
5	銀行	→	白如玉的家：	________________。

II. Judgmental V- 起來 qǐlái *it's my assessment that...*

 01-06 

英譯 p.15

Function: This pattern conveys the speaker's judgment or evaluation about a situation.

1. 白小姐笑起來很美。
2. 那裡賣的小吃看起來很好吃。
3. 這個房子很小，我住起來不習慣。

Structures: The speaker's judgment is expressed through the pattern "verb + 起來 + State verb. "

 **Negation:** The evaluative portion cannot be negated, but the state verbs, the judgment, can be negated.

1. 王先生今天的臉色看起來很不好。
2. 越南菜看起來很辣，吃起來不太辣。
3. 你說的事聽起來不難。不過，做起來有點難。

Questions:

1. 臭豆腐吃起來怎麼樣？
2. 你昨天買的衣服穿起來好不好看？
3. 他的新車坐起來是不是很舒服？

Usage: Verbs appearing before 起來 in this pattern include 看，聽，吃，喝，坐，穿，寫，笑，說，學，念，住，拍 (照), 逛 , and 走 .

練習 Exercise

Answer the following questions with the pattern "V- 起來".

1. 這個水果很香、很甜嗎？

   → ______________________________

2. 你買的新衣服漂不漂亮？
→ ______________________________
3. 這種茶怎麼樣？
→ ______________________________
4. 你昨天買的那枝筆好寫嗎？
→ ______________________________
5. 西班牙文難學嗎？
→ ______________________________

III. Ongoing Action with 著 zhe


01-07

英譯 p.16

Function: When the particle 著 is added to an action verb, it means the activity is ongoing.

1. 他在門口等著你，你快去吧！
2. 李明華拿著一杯冰咖啡。
3. 他看著我，什麼也沒說。

Structures: The verb taking 著 is usually monosyllabic, and 沒 negates this pattern.

Negation:

1. 你不要一直坐著，我們去運動吧！
2. 你別帶著咖啡到圖書館去，裡面不能喝東西。
3. 夜市附近的小巷子這麼多，要是我沒帶著地圖，一定會迷路。

Questions:

1. 馬安同是不是載著陳月美到圖書館去了？
2. 他生病了，你要不要陪著他？
3. 你是不是一直在學校門口等著朋友？

練習 Exercise

Describe the person in the picture.

1

2

3

4

5

IV. Two Simultaneous Actions with 一邊 yìbiān…一邊 yìbiān…

01-08



Function: This pattern is used to express two actions that take place at the same time.

1. 我常常一邊走路，一邊聽歌。
2. 那個小姐喜歡一邊吃飯，一邊看電視。
3. 田中誠一常常一邊逛夜市，一邊照相。

Structures: The pattern 一邊…一邊… connects two action verb phrases.



Negation:

1. 你不可以一邊騎機車，一邊打電話。
2. 請你不要一邊上課，一邊吃早餐。
3. 他沒一邊工作，一邊玩手機。

Questions:

1. 我們一邊看電視，一邊喝茶，好不好？
2. 老闆，我可以一邊工作，一邊學西班牙文嗎？
3. 你是不是一邊上班，一邊念書？

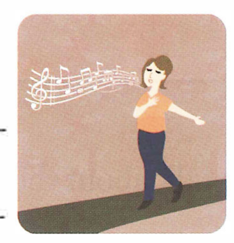
練習 Exercise

Use 一邊…一邊… to describe what the person is doing in the picture.

1.  → ____________________

2.  → ____________________

3.  → ____________________

4.  → ____________________

5.  → ____________________

V. Distance from with 離 lí...



01-09

英譯 p.16

Function: The preposition 離 marks the distance between two points.

1. 我家離學校很遠。

2 離火車站很近的地方，有一家（牛肉）麵店的牛肉麵很好吃。
3 你從這裡往左邊走，離學校不遠的地方，可以看到海。

Structures: 離 cannot be directly negated, unlike most other prepositions.



Negation:

1 銀行離學校不遠，你走路去應該就可以了。
2 花蓮離台北不很遠，可是到那裡要花不少時間。
3 我要找的房子，不能離夜市太近。

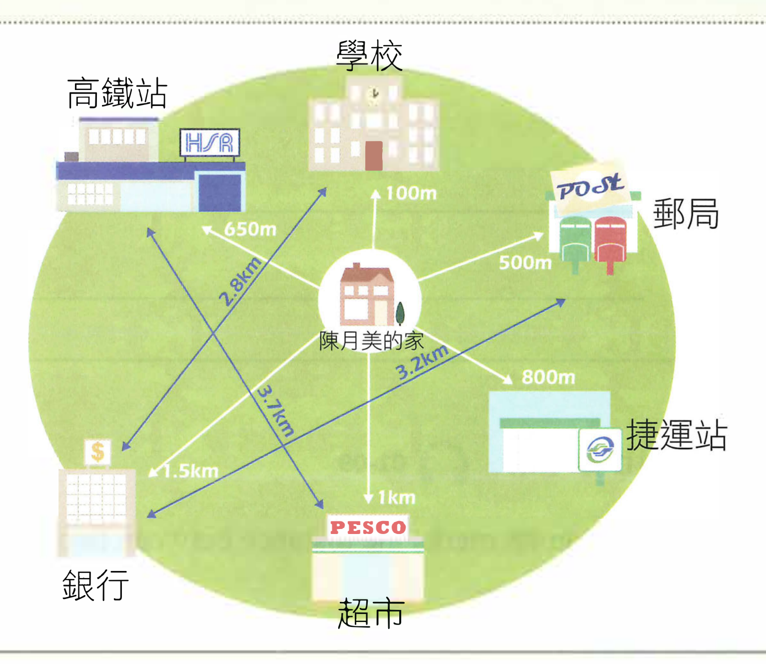


Questions:

1 學校離郵局遠不遠？
2 你家離捷運站是不是很遠？
3 你們國家離台灣遠嗎？

練習 Exercise

Use the preposition 離 to talk about the distances between places in the following chart.



A	↔	B	…離…
❶ 陳月美的家	↔	學　　校：	________
❷ 捷　運　站	↔	陳月美的家：	________
❸ 陳月美的家	↔	高　鐵　站：	________
❹ 高　鐵　站	↔	超　　市：	________
❺ 郵　　局	↔	銀　　行：	________

語法例句英譯 Grammar Examples in English

I. 從 cóng…往 wǎng… *go... from...*

Function:

1. Walk straight from here and you will arrive at NTNU.
2. Turn right at this intersection and you will arrive at the school dorms.
3. Walk straight in from the school gate for 10 minutes and you will arrive at the language center.

Structures:

A: Excuse me. How do I get to the library?
B: Just walk straight and you'll get there.

Negation:

1. You can't keep going straight. There's a dead end up ahead.
2. You can't turn left at this intersection. You can only turn right.
3. This bus doesn't go to NTNU. It goes to the train station.

Questions:

1. If I keep riding my bike straight ahead, will I end up in Hualien?
2. Excuse me. Are there any buses that go from NTNU to the Palace Museum?
3. Excuse me. I want to go to the bank. Do I keep going straight from here?

II. Judgmental V- 起來 qǐlái *it's my assessment that...*

Function:.

1. Miss Bai looks pretty when she smiles.
2. The snacks at that stand look delicious.
3. This house is tiny. I am not used to tight spaces.

Structures:

Negation:

1. Mr. Wang does not look very well today.
2. Vietnamese food looks very spicy but does not taste very spicy.
3. What you said sounds easy, but it will not be easy to do.

Questions:

1. How does stinky tofu taste?
2. Do the clothes you bought yesterday look good on you?
3. His new car rides smoothly, right?

III. Ongoing Action with 著 zhe

Function:

1. He's waiting for you at the door. Please hurry!
2. Li Minghua is holding a glass of iced coffee.
3. He just stared at me without uttering a word.

Structures:

Negation:

1. Don't just sit around all day. Let's get out and exercise!
2. Don't bring your coffee into the library. You are not allowed to drink it there.
3. There are so many small alleys around the night market. If I hadn't brought a map with me, I would have gotten lost.

Questions:

1. Did Ma Antong take Chen Yuemei with him to the library?
2. He's sick. Shouldn't you stay with him?
3. Have you been waiting for your friend outside the school entrance this whole time?

IV. Two Simultaneous Actions with 一邊 yìbiān…一邊 yìbiān...

Function:

1. I often listen to songs while walking.
2. That young lady likes to eat while watching TV.
3. Tianzhong Chengyi often takes pictures while wandering around night markets.

Structures:

Negation:

1. You can't ride a motorcycle while talking on the phone.
2. Please don't eat breakfast while in class.
3. He wasn't using his cell phone while working.

Questions:

1. Shall we drink tea while watching TV?
2. Boss, can I work and study Spanish at the same time?
3. Are you working and studying at the same time?

V. Distance from with 離 lí...

Function:

1. My home is far away from the school.
2. There is a very good beef noodle place close to the train station.
3. Walk left from here. Not far from the school, you can see the ocean.

Structures:

Negation:

1. The bank is not far from the school. You can walk there.
2. Hualien is not very far from Taipei, but getting there takes a long time.
3. The house I want cannot be too close to the night market.

Questions:

1. Is the school far from the post office?
2. Is your home far from an MRT Station?
3. Is your country far from Taiwan?



課室活動 Classroom Activities

I. Find the Person Who Lives Furthest Away from School

Goal: Describing the distance between two places and the time it takes to get from one to the other.

Task: Form a group of two to three students. Use the school (e.g., NTNU) as your focal point and take turns telling whether you live near or far from school, how long it takes to get to school on foot, and how long it takes if transportation is needed. Please also tell what means of transportation you use. When you finish, choose one person from your group to tell the class who in your group lives the furthest away. Compare with the remaining groups and discuss who in the class lives the furthest away from school.

Example

學生A：我住在＿＿＿＿＿＿＿＿＿＿；從＿＿＿＿＿＿＿＿＿＿到學校，

走路 / 坐公車 / 坐捷運 要＿＿＿＿＿＿＿＿＿＿；

＿＿＿＿＿＿＿＿＿＿（我住的地方）離學校＿＿＿＿＿＿＿＿＿＿。

II. What 2 Activities You Can Do Simultaneously, and What Not

Goal: Describing the concurrence of two activities.

Task: See who can make the most sentences using "一邊…一邊…" correctly. Fill in the actions and the speakers in the table below. When you are done, check to see if any of actions should not be done at the same time. Use "不能／可以 一邊…，一邊…" to give advice.

一邊	一邊	Who
吃晚飯	唱歌	方大同
看電視	講手機	王小美
開車	打電話	王小美

III. Role Playing

Goal: Engaging in a conversation involving asking for and giving directions.

Task: Pair up with a classmate. Using the school as your focal point (see map below), one person ask for directions and the other give directions. When you are finished, change roles and choose a different destination.

You can use the following patterns or words to complete your conversation: "從…往…", "路口", "一直", "右／左轉", "紅綠燈", "銀行", "超商", "郵局".



IV. Tell Us What You Think

Goal: Evaluating things.
Task: Use the following verbs with '起來' to express your thoughts on the things in the table below.

看，聽，吃，喝，坐，穿，寫，笑，說，學，念，住，打，逛，拍（照）

包子	菜	茶／烏龍茶	臭豆腐	蛋糕	電視	夜市
咖啡	籃球	芒果	麵／麵線	牛肉	傘	手機
牛肉湯	音樂	西瓜	感冒藥	衣服	計程車	筆
大樓	水果	小籠包	張老師	那本書	房間	中文字

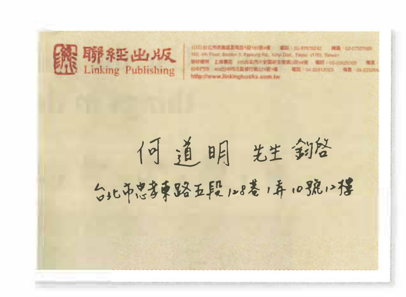
Example

1. 臭豆腐聞 (wén, smell) 起來臭臭的，吃起來很好吃。
2. 張老師笑起來很漂亮。

文化 Bits of Chinese Culture

Taiwan's Thoroughfares

In Taiwan's towns and cities, "roads" are wider than "streets." Roads and streets usually branch off into lanes（巷）and alleys（弄）. Lanes are larger than alleys. Roads and lanes intersect perpendicularly. A lane that branches off from a road is marked "*Name* Road, Lane *No*." If a lane is longer and wide enough, another "lane" may branch off from it. This smaller lane would be marked "Alley *No*." The address of a residence in the alley would read "*Name* Road/Street, Lane *No*., Alley *No*., (residence) *No*." Lanes and alleys intersect perpendicularly, so alleys always run parallel to roads.



▲ Writing an address in Taiwan.

Taipei's Road and Street Names

Taipei is Taiwan's administrative and financial center. From the 1950s to the end of the 1970s, however, urban development was largely confined to the city's western districts. In 1945, the Republic of China received Taiwan back from Japan. In keeping with the political climate of that era, Taipei's roads and streets were named after locations in the Mainland, thus the city became a geographic microcosm of China. Taipei developed around the Taipei Railway Station, extending eastward to Jianguo North and South Roads（建國南北路）, southward to the Gongguan（公館）area, westward to Ximending（西門町） and the Danshui River（淡水河）, and northward to Yuanshan（圓山）. Consequently, road and street names in the vicinity of the main train station correspond to the names of cities and provinces in north-central China, e.g., Beiping East Road（北平東路）, Zhengzhou Road （鄭州路）, Huaining Street（懷寧街）, Wuchang Street（武昌街）, Hankou Street（漢口街）. In the area between Guting（古亭） and Gongguan（公館）, roads are named for regions along China's southeastern seaboard, e.g, Guangzhou Street（廣州街）, Fuzhou Street（福州街）, Chaozhou Street（潮州街）, Wenzhou Street（溫州街）. Streets and roads in the area that runs from Ximending （西門町）to today's Youth Park（青年公園）take their names from cities in southwest China, e.g., Kunming Street（昆明街）, Guiyang Street（貴陽街）, Xizang Road（西藏路）. In the area to the north of Taipei Station, roads are named for cities in China's northwest region, e.g., Dihua Street（迪化街）, Jiuquan Street （酒泉街）, Liangzhou Street（涼州街）, Ningxia Road（寧夏路）. Roads that run northeast of the station in the Zhongshan District（中山區） and part of the Songshan District （松山區）echo place names

in northeastern China, e.g., Longjiang Road（龍江路）, Songjiang Road（松江路）, Hejiang Street（合江街）, and so on.

As you can see, familiarizing yourself with these Taipei street names can give you a good idea of the geographic locations of many cities and provinces in Mainland China.



▲ Some roads and streets in Taipei are named after place names in the Mainland.



Self-Assessment Checklist

I can ask for directions.

20% 40% 60% 80% 100%

I can talk about locations and give directions.

20% 40% 60% 80% 100%

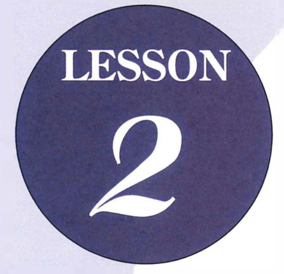
I can describe events that involve the concurrence of two actions.

20% 40% 60% 80% 100%

I can express sensory feelings.

20% 40% 60% 80% 100%

note



第二課 還是坐捷運吧！

Take the MRT Instead!

學習目標 Learning Objectives

Topic: 交通 Transportation

- Learning to describe public transportation in Taiwan.
- Learning to ask and answer questions about modes of transportation to designated places.
- Learning to compare, explain, and choose suitable means of transportation.
- Learning to express comparisons, warnings, and suggestions.



還是坐捷運吧！

Take the MRT Instead!

對話 Dialogue

 02-01



如　玉：安同，早！你要去哪裡？
安　同：早！我約了朋友一起去看電影，你呢？
如　玉：我要去看電腦展。
安　同：你去哪裡看電腦展？
如　玉：世貿展覽館，我現在要去對面坐公車。
安　同：那裡離台北 101 不遠，妳怎麼不坐捷運呢？
如　玉：朋友告訴我公車直接到展覽館，不必換車。
安　同：坐捷運也很方便。妳先坐 2 號線到台北車站，再換車到展覽館。

如　　玉：聽起來坐捷運比較麻煩。
安　　同：一點也不麻煩，捷運比較快，坐公車要花一個多小時。你還是坐捷運吧！
如　　玉：捷運站遠嗎？
安　　同：捷運站就在前面。
如　　玉：謝謝！我得趕快走了。
安　　同：別急，走慢一點。捷運的班次很多。
如　　玉：好，我們下禮拜見。

課文簡體字版 Text in Simplified Characters

如　　玉：安同，早！你要去哪里？
安　　同：早！我约了朋友一起去看电影，你呢？
如　　玉：我要去看电脑展。
安　　同：你去哪里看电脑展？
如　　玉：世贸展览馆，我现在要去对面坐公车。
安　　同：那里离台北 101 不远，妳怎么不坐捷运呢？
如　　玉：朋友告诉我公车直接到展览馆，不必换车。
安　　同：坐捷运也很方便。妳先坐 2 号线到台北车站，再换车到展览馆。
如　　玉：听起来坐捷运比较麻烦。
安　　同：一点也不麻烦，捷运比较快，坐公车要花一个多小时。你还是坐捷运吧！
如　　玉：捷运站远吗？
安　　同：捷运站就在前面。
如　　玉：谢谢！我得赶快走了。
安　　同：别急，走慢一点。捷运的班次很多。
如　　玉：好，我们下礼拜见。

課文英譯 Text in English

Ruyu : Antong, good morning. Where are you going?
Antong : Good morning! I am going to see a movie with some friends. And you?
Ruyu : I am going to the computer show.
Antong : Where are you going for the computer show?
Ruyu : The World Trade Center Exhibition Hall. I am going across the street now to take the bus.
Antong : It is not too far from Taipei 101. Why don't you take the MRT there?
Ruyu : My friend said the bus goes directly to the exhibition hall. I don't have to change buses.
Antong : Taking the MRT is also very convenient. Take Line 2 to Taipei Main Station, transfer, and head to the exhibition hall.
Ruyu : It sounds like taking the MRT would be more of a hassle.
Antong : It is not a hassle at all. The MRT is faster. The bus will take at least an hour. I think you should probably go ahead and take the MRT.
Ruyu : Is the MRT station far?
Antong : It is just ahead.
Ruyu : Thanks! I have to go.
Antong : No need to hurry. Take your time. The trains are very frequent.
Ruyu : Okay. See you next week.

生詞一 Vocabulary I



02-02

Vocabulary

1	還是	háishì	ㄏㄞˊ ㄕˋ	(Adv)	should probably, alternatively, had better
2	早	zǎo	ㄗㄠˇ	(Vs)	Good morning.
3	約	yuē	ㄩㄝ	(V)	to invite someone to do something at a specific time
4	對面	duìmiàn	ㄉㄨㄟˋ ㄇㄧㄢˋ	(N)	on the other side of (something), opposite

5	直接	zhíjiē	ㄓˊ ㄐㄧㄝ	(Adv)	directly
6	不必	búbì	ㄅㄨˊ ㄅㄧˋ	(Vaux)	no need to, not necessary to
7	換	huàn	ㄏㄨㄢˋ	(V)	to transfer (transportation)
8	車站	chēzhàn	ㄔㄜ ㄓㄢˋ	(N)	bus station, train station
9	麻煩	máfán	ㄇㄚˊ ㄈㄢˊ	(Vs)	troublesome
10	趕快	gǎnkuài	ㄍㄢˇ ㄎㄨㄞˋ	(Adv)	right away; quickly (indicating urgency)
11	走	zǒu	ㄗㄡˇ	(Vp)	to leave, to bid farewell
12	班次	bāncì	ㄅㄢ ㄘˋ	(N)	number of scheduled runs (of trains, flights, boats, buses)
13	禮拜	lǐbài	ㄌㄧˇ ㄅㄞˋ	(N)	week
14	見	jiàn	ㄐㄧㄢˋ	(V)	to see

Names

15	電腦展	diànnǎo zhǎn	ㄉㄧㄢˋ ㄋㄠˇ ㄓㄢˇ	computer show
16	世貿展覽館	Shìmào Zhǎnlǎn Guǎn	ㄕˋ ㄇㄠˋ ㄓㄢˇ ㄌㄢˇ ㄍㄨㄢˇ	World Trade Center Exhibition Hall
17	展覽館	zhǎnlǎn guǎn	ㄓㄢˇ ㄌㄢˇ ㄍㄨㄢˇ	exhibition hall
18	台北101	Táiběi 101	ㄊㄞˊ ㄅㄟˇ ㄧ ㄌㄧㄥˊ ㄧ	Taipei 101, the tallest building in Taiwan, It was also the tallest building in the world from 2004 to 2010.
19	台北	Táiběi	ㄊㄞˊ ㄅㄟˇ	Taipei

Phrases

20	2號線	èr hào xiàn	ㄦˋ ㄏㄠˋ ㄒㄧㄢˋ	Line 2 (of the Taipei MRT)
21	別急	bié jí	ㄅㄧㄝˊ ㄐㄧˊ	No need to hurry. Take your time.

短文 Reading 02-03



如玉的朋友美美從法國到台灣來玩兩個禮拜，她先從歐洲坐飛機到越南，再轉機到台灣。到了機場，美美直接坐巴士到台北。如玉告訴她，在市區坐捷運是最方便的，所以她下了巴士，就坐捷運到旅館去了。

美美覺得台北的交通非常便利，到處都有公車、計程車，還有捷運，去哪裡都很方便。台北捷運的路線不複雜，車票也不貴，買一張悠遊卡，誰都可以輕輕鬆鬆地去逛逛。

美美住在法國東部，沒有什麼機會到海邊。聽說台灣附近的小島，風景都很美，所以她決定到綠島去看看。綠島在台灣的東南邊，到那裡不太方便。美美得先坐火車到台東，再搭船或是飛機到綠島。她打算第二個星期去綠島，好好地玩一玩。

課文簡體字版 Text in Simplified Characters

如玉的朋友美美从法国到台湾来玩两个礼拜，她先从欧洲坐飞机到越南，再转机到台湾。到了机场，美美直接坐巴士到台北。如玉告诉她，在市区坐捷运是最方便的，所以她下了巴士，就坐捷运到旅馆去了。

美美觉得台北的交通非常便利，到处都有公车、计程车，还有捷运，去哪里都很方便。台北捷运的路线不复杂，车票也不贵，买一张悠游卡，谁都可以轻轻松松地去逛逛。

美美住在法国东部，没有什么机会到海边。听说台湾附近的小岛，风景都很美，所以她决定到绿岛去看看。绿岛在台湾的东南边，到那里不太方便。美美得先坐火车到台东，再搭船或是飞机到绿岛。她打算第二个星期去绿岛，好好地玩一玩。

課文英譯 Text in English

Meimei, a friend of Ruyu, arrived in Taiwan from France to vacation for two weeks. She first took a plane from Europe and transferred in Vietnam for Taiwan. After arriving at the airport, Meimei took a bus directly to Taipei. Ruyu told her that taking the MRT is the most convenient way to get around when in Taipei. So when she got off the bus, she took the MRT to her hotel.

Meimei thinks public transportation in Taipei is very convenient. There are buses and taxis everywhere and the MRT can take you anywhere. The MRT system in Taipei is not complicated and fares are not expensive. Buying an EasyCard allows anyone to go check out any place easily.

Meimei lives in eastern France, so she does not have many opportunities to go to the seaside. She heard that the scenery on the small islands near Taiwan are beautiful, so she has decided to go check out Green Island. Green Island is located to the southeast of Taiwan and getting there is not easy. Meimei has to first take the train to Taitung, and then take a boat or plane to Green Island. She plans to go to Green Island during her second week and have a really good time.

生詞二 Vocabulary II

 02-04

Vocabulary

1	飛機	fēijī	ㄈㄟ ㄐㄧ	(N)	airplane
2	轉機	zhuǎn jī	ㄓㄨㄢˇ ㄐㄧ	(V-sep)	to transfer (flights)
3	機場	jīchǎng	ㄐㄧ ㄔㄤˇ	(N)	airport
4	巴士	bāshì	ㄅㄚ ㄕˋ	(N)	bus
5	市區	shìqū	ㄕˋ ㄑㄩ	(N)	downtown
6	下	xià	ㄒㄧㄚˋ	(V)	to get off, alight, disembark
7	交通	jiāotōng	ㄐㄧㄠ ㄊㄨㄥ	(N)	transportation
8	便利	biànlì	ㄅㄧㄢˋ ㄌㄧˋ	(Vs)	convenient, handy
9	到處	dàochù	ㄉㄠˋ ㄔㄨˋ	(Adv)	everywhere
10	路線	lùxiàn	ㄌㄨˋ ㄒㄧㄢˋ	(N)	route
11	複雜	fùzá	ㄈㄨˋ ㄗㄚˊ	(Vs)	complicated

12	輕鬆	qīngsōng	ㄑㄧㄥ ㄙㄨㄥ	(Vs)	with ease
13	東部	dōngbù	ㄉㄨㄥ ㄅㄨˋ	(N)	eastern part
14	海邊	hǎibiān	ㄏㄞˇ ㄅㄧㄢ	(N)	seaside
15	島	dǎo	ㄉㄠˇ	(N)	island
16	搭	dā	ㄉㄚ	(V)	to take (bus, boat, plane, taxi, etc.)
17	船	chuán	ㄔㄨㄢˊ	(N)	boat, ship
18	地	de	˙ㄉㄜ	(Ptc)	adverbial particle

Names

19	美美	Měiměi	ㄇㄟˇ ㄇㄟˇ	Meimei, name of a girl
20	法國	Fǎguó	ㄈㄚˇ ㄍㄨㄛˊ	France
21	歐洲	Ōuzhōu	ㄡ ㄓㄡ	Europe
22	悠遊卡	yōuyóukǎ	ㄧㄡ ㄧㄡˊ ㄎㄚˇ	EasyCard (MRT pass)
23	綠島	Lǜdǎo	ㄌㄩˋ ㄉㄠˇ	Green Island, to the southeast of the main island

Phrases

24	東南邊	dōngnán biān	ㄉㄨㄥ ㄋㄢˊ ㄅㄧㄢ	the southeast side of
25	好好地	hǎohǎo de	ㄏㄠˇ ㄏㄠˇ ˙ㄉㄜ	to do something properly

文法 Grammar

I. Emphatic Negation with 一點也不 yìdiǎn yě bù V …  02-05 

Function: This pattern suggests strong and exaggerated negation, something like "not at all..." or "not a bit..." in English.

1. A：你要坐公車去嗎？坐公車去故宮博物院比較慢。
   B：一點也不慢，比捷運方便。
2. A：他喝茶嗎？
   B：他一點茶也不喝。

3 夜市的東西一點也不貴。
4 已經晚上十二點多了，他們一點也不想睡覺。

Structures: This is a negative pattern, without a positive counterpart. The pattern can be used with action verbs or state verbs.



Object: If the object is not fronted to the beginning of the sentence to be the topic, it has to appear after the adverb 一點, before and not after the verb.

1 他昨天一點飯也沒吃。（*他昨天一點也沒吃飯。）
2 我一點湯也沒喝。（*我一點也沒喝湯。）

Questions:

1 這支手機是不是一點也不好用？所以沒人買。
2 他生病這幾天一點東西都沒吃嗎？
3 我們來這裡玩，你怎麼一點也不開心？

Usage:

1. 也 in this pattern is replaceable by 都.
   (1) 我一點都不累。
   (2) 捷運車票一點都不貴。
   (3) 他一點都不想去。

2. In some case, 都 provides a stronger sense of total negation than 也.
   (1) 我剛剛一點西班牙文也 / 都沒說。
   (2) 王先生生病了，所以最近一點事也 / 都沒做。

3. The use of 也 has a higher frequency of occurrence than 都.

4. 不 vs. 沒 with action verbs: 沒 negates an event in the past, while 不 refers to the subject's refusal to do something whether the event is in the past or in the future.

(1) a. 他昨天一點功課也不做。（refused to）
b. 他昨天一點功課也沒做。（non-happening in the past）

(2) a. 張先生剛剛一點湯都不喝。（refused to）
b. 張先生剛剛一點湯都沒喝。（non-happening in the past）

練習 Exercise

Complete the following dialogues by using emphatic negation patterns.

1. A：出去的時候，記得多穿一點衣服。
   B：可是我覺得今天＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

2. A：我們趕快去吃飯吧！
   B：你自己去吧！我很累，＿＿＿＿＿＿＿＿＿＿＿＿＿。

3. A：你有錢嗎？
   B：現在我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

4. A：你先休息吧！
   B：沒關係，我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

5. A：你會說西班牙文嗎？
   B：我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

II. 還是 háishì…吧 ba！*It will be better if ...*





Function: 還是, an adverb, indicates that the if-sentence is the best option given the circumstances. The sentence always ends with the particle 吧.

1. 我最近很忙，我們還是週末再出去吃飯吧！
2. 已經晚上十一點了，我還是明天早上再給老師打電話吧！
3. 去學校，可以坐公車，也可以坐捷運，但是坐捷運比較快，我們還是坐捷運去吧！

Structures: 還是, being an adverb, occurs between the subject and the verb, and 吧 is placed at the sentence-final position.



Negation:

1. 坐公車很慢，我們還是不要坐公車吧！
2. 雨下得很大，今天你還是別回家吧！
3. 他聽了一定不開心，你還是別告訴他吧！

練習 Exercise

Finish the following dialogues by using the suggestion 還是⋯吧！

1. A：我想買那個日本手機。
   B：那個手機有一點貴，____________________！
2. A：我們去看電影吧！
   B：我不太舒服，____________________！
3. A：我現在就去買背包。
   B：快要上課了，____________________！
4. A：我們明天去買車票吧！
   B：我怕明天車票就沒有了，____________________！
5. A：我們坐捷運回去吧！
   B：下雨了，____________________！

III. Form Adverbials with 一點 yìdiǎn

 02-07



Function: State verbs can combine with 一點 to form adverbials that modify actions. The use of 一點 is obligatory. This pattern is often used in imperatives.

1. 你走慢一點！
2. 你們吃快一點！
3. 你的字要寫好看一點！

Structures: The adverbials introduced here are placed after the actions, and without the adverbial marker 得.（see Vol. 1 Lesson 5）

Negation:

1. 你不寫好看一點，老師說要再寫一次。
2. 要是你不唱好聽一點，就不能去比賽了。
3. 你不走快一點，就不能跟朋友見面了。

Questions:

1. 要上課了。你還不走快一點嗎？
2. 路上車那麼多。你是不是騎慢一點比較好？
3. 你說得太快了。可以說慢一點嗎？

練習 Exercise

Use the imperative pattern introduced above in the following contexts, by responding to the situations given in the sentences.

1. 你跟朋友一起騎車，他騎得很慢。
→ ______________________________。
2. 公車快來了，朋友走路走得很慢。
→ ______________________________。
3. 台灣人說中文說得太快了。
→ ______________________________。
4. 快要上課了，朋友還在吃飯。
→ ______________________________。
5. 朋友寫字寫得太難看了。
→ ______________________________。

IV. Reduplication of Disyllabic Adjectives

 02-08



Function: Like monosyllabic adjectives, disyllabic adjectives in Chinese can be reduplicated to express intensified states. They occur as pre-VP adverbials marked by 地, as Post-VP adverbial complements marked by 得, or as nomial modifiers marked by 的.

❶ 他們開開心心地一起吃飯。
❷ 王老闆客客氣氣地跟人說話。
❸ 月美每天都穿得漂漂亮亮（的）。

Structures:

1. The reduplication of disyllabic adjectives is from AB into AABB.
   (1) 開心→開開心心 happy → happily
   (2) 輕鬆→輕輕鬆鬆 relaxed → in a relaxed manner
   (3) 舒服→舒舒服服 comfortable → comfortably

2. A reduplicated disyllabic adjective is followed by 地 when it modifies the verb.
   (1) 大家開開心心地幫他過生日。
   (2) 有了悠遊卡，就可以輕輕鬆鬆地到處逛逛。
   (3) 大家舒舒服服地坐在餐廳裡。

3. A reduplicated disyllabic adjective is followed by 的 when it modifies a noun.
   (1) 我要租一個乾乾淨淨的房間，比較舒服。
   (2) 田中誠一是個客客氣氣的人，所以朋友很多。
   (3) 大家都想找輕輕鬆鬆的工作。

4. When a reduplicated disyllabic adjective serves as the predicate, the entire sentence ends with 的.
   (1) 房間乾乾淨淨的，看起來真舒服。
   (2) 他一收到生日禮物，就開開心心的。
   (3) 他對人客客氣氣的。

5. When a reduplicated disyllabic adjective serves as a post-verbal complement, the entire sentence ends with 的, which can be optional.
   (1) 他寫字寫得漂漂亮亮的。
   (2) 我跟同學在花蓮玩得開開心心的。
   (3) 這個旅館房間很大，他住得舒舒服服（的）。



Questions:

1. 那裡的廚房是不是乾乾淨淨的？
2. 學生是不是每天都快快樂樂的？
3. 房東對你們一直都客客氣氣的嗎？

Usage:

1. Not all disyllabic adjectives can be reduplicated. For example, those in the right column below cannot be reduplicated.

Yes	No
輕鬆、漂亮、舒服、乾淨、開心、快樂、客氣	便宜、好看、傳統、難看、好玩、麻煩、不錯、便利、可怕、年輕、好喝、有名、方便、特別、討厭

2. No intensification adverb can appear before a reduplicated adjective. For example:

(1) *大家很開開心心地回家了。

(2) *她今天穿得非常漂漂亮亮。

練習 Exercise

Select suitable adjectives and use the reduplicated form in the following sentences.

輕鬆 漂亮 舒服 乾淨 快樂 客氣 開心

1. 有了捷運，我每天都能________________上學。
2. 下雨天我只想________________在家睡覺。
3. 我希望大家每天都過得________________。
4. 我們找一家餐廳________________吃飯吧！
5. 這幾個學生的字都寫得________________。

V. 不太 bútài *not very*

 02-09



Function: The pattern "不太 + state verb" expresses a polite, toned-down negation, when compared with a plain Neg+Vs pattern, similar to English 'not terribly...'.

1. A：騎機車去旅行太累了吧。
   B：我覺得騎車去不太累，很好玩。
2. A：高鐵票很貴，我們坐公車比較好。
   B：高鐵票不太貴！
3. A：多穿一點衣服。
   B：今天不太冷！

Structures:



Questions:

1. 放假的時候，高鐵票是不是不太好買？
2. 去西班牙的飛機是不是不太多？
3. 台灣的秋天和日本的秋天是不是不太一樣？

Usage:

1. 「不太 + Vs」：
   “不太” has basically lost its literal meaning and simply means ‘not very’. Depending on the context, “不太” can be used negatively or in a polite fashion.
   (1) 這杯茶不太熱。（1. Just the right temperature. 2. Not hot enough for me.）
   (2) 他的咖啡賣得不太好。（concerned）
   (3) 今天不太冷，你不必穿那麼多。（comforting）

2. 「不很 + Vs」：
   “不很” on the other hand is not as common as “不太”. It is related in meaning to “不是很”, which is also glossed as ‘not very’, causing confusion. Note that “不很” is more factual and straightforward, without any polite overtone.

練習 Exercise

Complete the following sentences using “不太”.

1. 去法國的飛機＿＿＿＿＿＿＿＿，只有中華和大華兩家公司。
2. 聽說你打算明天去海邊游泳，可是這幾天的天氣＿＿＿＿＿。

3. A：你怎麼臉色這麼難看？
   B：我覺得＿＿＿＿＿＿＿＿＿＿。
4. 我家附近沒有捷運，去很多地方都＿＿＿＿＿＿＿＿＿＿。
5. 這家超市的東西＿＿＿＿＿＿＿＿，我們去學校附近的商店買吧！

VI. Locations with 部 bù / 邊 biān

 02-10



Function: 部 refers to 'sections' of a region, and 邊 to 'sides' of a point of reference. In terms of a country, 部 refers to domestic areas, and 邊 to areas beyond borders.

1. 台灣的北部、南部有很多好玩的地方。
2. 台灣東部的風景很美。
3. 台灣東邊的大海非常乾淨。
4. 那個地方西邊有山，南邊有海。

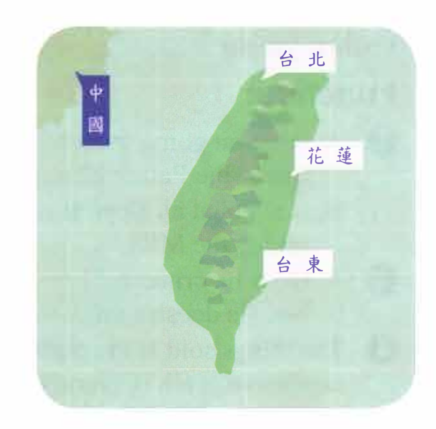
Structures:

Cardinal And Intermediate Points	Locative Suffix
東 east	邊 / 部
西 west	
南 south	
北 north	
東南 southeast	
東北 northeast	
西南 southwest	
西北 northwest	

Usage: There is 中部 for 'in the central region of', but there is no *中邊 .

練習 Exercise

1. Answer the questions below using the following map of Taiwan.



❶ 哪裡有山？

→ 台灣的________________有山。

❷ 台北、台東在哪裡？

→ 台北在台灣________________，

台東在台灣________________。



❸ 花蓮在哪裡？



→ 花蓮在台東________________________________。

❹ 中國在哪裡？

→ 中國在台灣的________________________________。

2. Draw a simple map of the country or city you are from and use markers –部 and –邊 to introduce it.

語法例句英譯
Grammar Examples in English

I. Emphatic Negation with 一點也不 yìdiǎn yě bù V…

Function:

1. A: Are you going there by bus? Taking the bus to the Palace Museum is slower.
   B: It is not at all slow. It is easier than taking the MRT.
2. A: Does he drink tea?
   B: No. He doesn't drink tea at all.
3. The things sold at the night market are not expensive at all. (Contrary to what people told me.)
4. It's past 12 o'clock at night, but they are not at all sleepy.

Structures:


Object:

1. He didn't eat anything at all yesterday.
2. I didn't drink any soup at all.

Questions:

1. This cell phone is not at all user-friendly? No wonder nobody buys it.
2. Did he not eat anything during these last few days that he was sick?
3. We're out to have a good time. How come you are not in the least bit happy?

Usage:

1. (1) I'm not tired at all.
   (2) MRT ticket fares are not expensive at all.
   (3) He does not feel like going at all.

2. (1) I didn't speak any Spanish at all just now.
   (2) Mr. Wang fell ill, so he hasn't gotten anything done recently.

4. (1) a. He refused to do any homework yesterday.
   b. He ended up not doing any homework yesterday.
   (2) a. Mr. Zhang did not (want to) drink any soup just now.
   b. Mr. Zhang ended up not drinking any soup just now.

II. 還是 háishì…吧 ba！ *It will be better if ...*

Function:

1. I've been very busy lately. It would be best if we went out to eat on the weekend.
2. It's already 11 o'clock, I should probabaly wait until tomorrow morning to call the teacher.
3. You can get to school by bus or MRT, but the MRT is faster, so that's what we should take.

Structures:

Negation:

1. Buses are slow. We probably shouldn't take the bus.
2. It's raining hard. You probabaly shouldn't go home today.
3. If he hears about it, he'll be upset. You probably shouldn't tell him.

III. Form Adverbials with 一點 yìdiǎn

Function:

1. Please walk more slowly!
2. Please eat faster!
3. You need to write your characters more properly!

Structures:

Negation:

1. If you don't write better looking (characters), the teacher says you'll have to write them again.
2. If you don't sing better, you won't be able to take part in the competition.

3. If you don't walk faster, you won't be able to meet with your friends.

Questions:

1. Class is starting. Can't you walk faster?
2. There are so many cars on the road. Wouldn't it be better if you rode more slowly?
3. You speak too fast. Could you speak a bit slower?

IV. Reduplication of Disyllabic Adjectives

Function:

1. They dined together happily.
2. Boss Wang speaks to people very politely.
3. Yue-mei dresses up beautifully every day.

Structures:

2. (1) We all celebrated his birthday happily. (i.e., We had a good time celebrating his birthday.)
   (2) With the EasyCard, you can go anywhere and check things out easily.
   (3) Everybody sat comfortably in the restaurant.
3. (1) I want to rent a place that is spick and span, something comfortable.
   (2) Tianzhong Chengyi is a very well-mannered person, and so has a lot of friends.
   (3) Everyone wants a nice and easy job.
4. (1) The room is spick and span, it looks welcoming.
   (2) He was overjoyed upon receiving a birthday gift.
   (3) He is courteous.
5. (1) He writes characters beautifully.
   (2) My classmates and I had an amazing time in Hualien.
   (3) This hotel room is pretty big. He finds it very comfortable to stay here.

Questions:

1. Is the kitchen there clean?
2. Are the students enjoy themselves every day?
3. Has the landlord always been so courteous to you?

V. 不太 bútài *not very*

Function:

1. A: Traveling by motorcycle is too tiring.
   B: I don't think going by motorcycle is too tiring. It's a lot of fun.
2. A: The HSR tickets are expensive. Why don't we take the bus?
   B: The HSR tickets are not terribly expensive.
3. A: You should put on some more clothes.
   B: It is not terribly cold today.

Structures:

Questions:

1. HSR tickets are not all that easy to buy during the holidays, right?
2. Are there not many flights to Spain?
3. Are autumns in Taiwan and autumns in Japan not all that similar?

Usage:

1. (1) This cup of tea is not very hot.
   (2) His coffee is not selling all that well.
   (3) It's not so cold today. You don't need to wear that much.

VI. Locations with 部 bù / 邊 biān

Function:

1. There are lots of fun places in northern and southern Taiwan.
2. The scenery in eastern Taiwan is beautiful.
3. The ocean to the east of Taiwan is very clean.
4. To the west of that place there are mountains and to the south there is ocean.



I. Asking for And Giving Information on Transportation

Goal: Asking for and giving directions on taking public transportation.
Task: Pair up with a classmate and take turns asking for directions on how to use public transportation using a starting point and an intended designation. The person receiving the information should repeat the directions. When both are done, write down the directions given.



Sentence Patterns

1. 到…，坐捷運應該怎麼坐？
2. 先從…坐往…。
3. 到了…，再換車，搭…。
4. 坐…站，…就到了。

台北捷運路線圖（中英文版）

台北大眾捷運股份有限公司＼授權提供



	起點	目的地	搭乘指示
範例	台北車站	南京復興	先從台北車站坐往南港展覽館的 5 號線，到了忠孝復興站，再換車，搭往南港展覽館的 1 號線，坐一站，南京復興站就到了。
路線一	善導寺	淡水老街	
路線二	北投	台北動物園	
路線三	公館	南港展覽館	
路線四			

II. Role Playing

Goal: Making decisions after making comparisons based on the information given.

Task: Pair up with a classmate and take turns playing A and B.

Scenario: A wants to travel abroad and goes to a travel agent for help. Travel agent B introduces three different packages to A. A asks questions based on his/her needs, and decides which package is best.



地點：香港 Xiānggǎng	地點：日本北海道	地點：泰國 Tàiguó
時間：三天兩夜	時間：五天四夜	時間：五天四夜
飛機： 10：00AM（去） 8：00PM（回）	飛機： 10：00AM（去） 10：00AM（回）	飛機： 7：00PM（去） 8：00AM（回）
費用：25,000	費用：57,000	費用：32,000
活動： 買東西、吃香港小吃	活動： 滑雪、做 SPA	活動： 游泳、買東西

III. Suggestions or Warnings

Goal: Using Chinese to remind or warn others.

Task: Take a look at the following situations and think about warnings or suggestions you can give. You can use the pattern V+Vs 一點.

Example

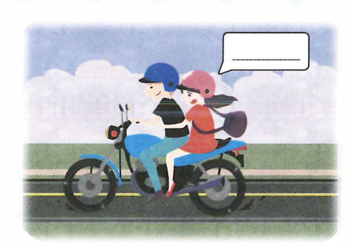






Suggestion:

______________________________。



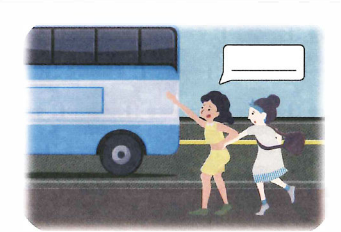
Suggestion:

______________________________。



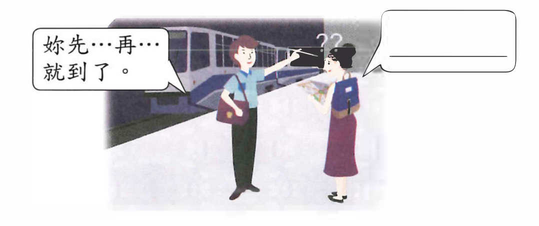
Suggestion:

______________________________。



Suggestion:

______________________________。



Suggestion:

______________________________。

IV. Describing People, Events, and Things

Goal: Using the reduplication of disyllabic adjectives form to describe people and things.

Task: Each member in a group of two should choose subjects from the pictures that correspond to the questions below. Reduplicate mono or disyllabic adjectives, or choose other suggested patterns to write a description of said subjects. By asking questions, find and circle each other's selections.

Example

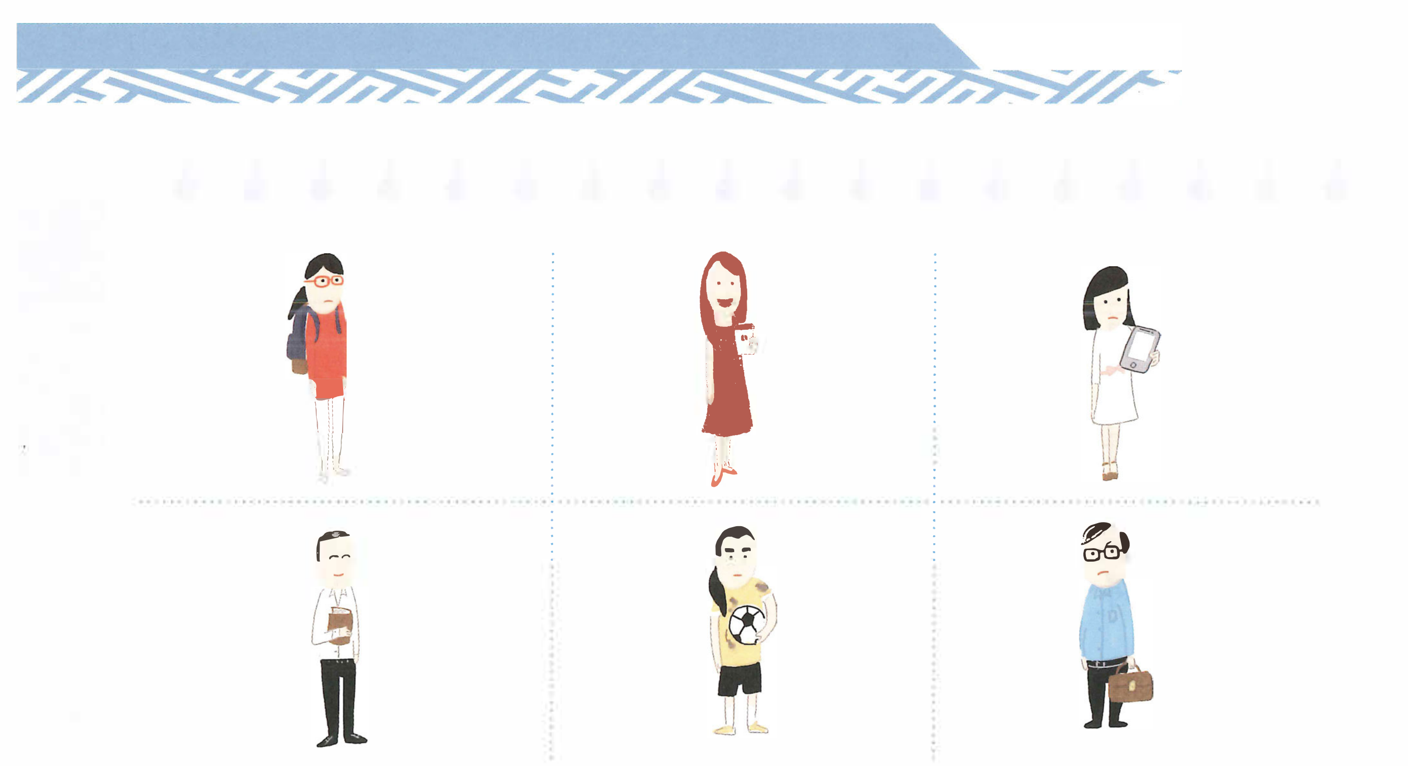
A：你覺得哪一個人會說中文？
B：我覺得穿紅衣服的那個小姐會說中文。
A：是笑得開開心心的那個小姐嗎？
B：不是，是比較高的那個。那你覺得哪一個人每天都坐捷運上班？
A：我覺得…

Sentence Patterns

1. Reduplication of Disyllabic Adjectives
2. 看起來…
3. 比較…

形容詞 (Adj.)：漂亮、客氣、快樂、輕鬆、開心、乾淨、舒服、高興、累、高、矮、大、小、紅、白、藍、黃

	問題 Questions	自己	朋友
Example	你想哪一個人會說中文？	矮矮的 穿紅衣服 笑得開開心心的	高高的 穿黃衣服 看起來不太高興
1	你想哪一個人每天都坐捷運上班？		
2	你想哪一個人在便利商店工作？		
3	你想哪一個人有日本汽車？		



文化 Bits of Chinese Culture

Taipei MRT's Multilingual Announcements



First-time MRT riders are always fascinated, puzzled, and amused by the system's multilingual announcements. Before being heard in English, station names are announced on the MRT loudspeaker in Mandarin, Southern Min (Taiwanese), and Hakka.

So why are MRT station names broadcast in four different languages? For one, the city government realizes that Taipei is rapidly increasing in importance globally, so English–the international lingua franca–is a necessity. In addition, there are speakers of three different Chinese dialects living in the Taipei area and the city has taken their needs into consideration. Some feel, however, that the use of four languages is impractical and that announcements in Mandarin and English would be sufficient. After all, nearly all Taiwanese understand Mandarin and English meets the needs of most foreign visitors. But practical or not, multilingual announcements are now a standard feature of the MRT.





▲ Announcements are made in multiple languages in MRT stations.

授權攝影：台北大眾捷運股份有限公司



Self-Assessment Checklist

I can talk about public transportation in Taiwan.

20% 40% 60% 80% 100%

I can ask and answer questions about how to get to a designated place using various mode of transportation.

20% 40% 60% 80% 100%

I can compare, explain, and choose the suitable means of transportation.

20% 40% 60% 80% 100%

I can express comparison, warnings, and suggestions.

20% 40% 60% 80% 100%

LESSON 3

第三課 你的中文進步了！

Your Chinese Has Improved!

學習目標 Learning Objectives

Topic: 學習 Studying

- Learning to talk about past experiences.
- Learning to talk about my language learning experience.
- Learning to express my views on language learning.
- Learning to talk about my daily schedule and what I do on holidays.

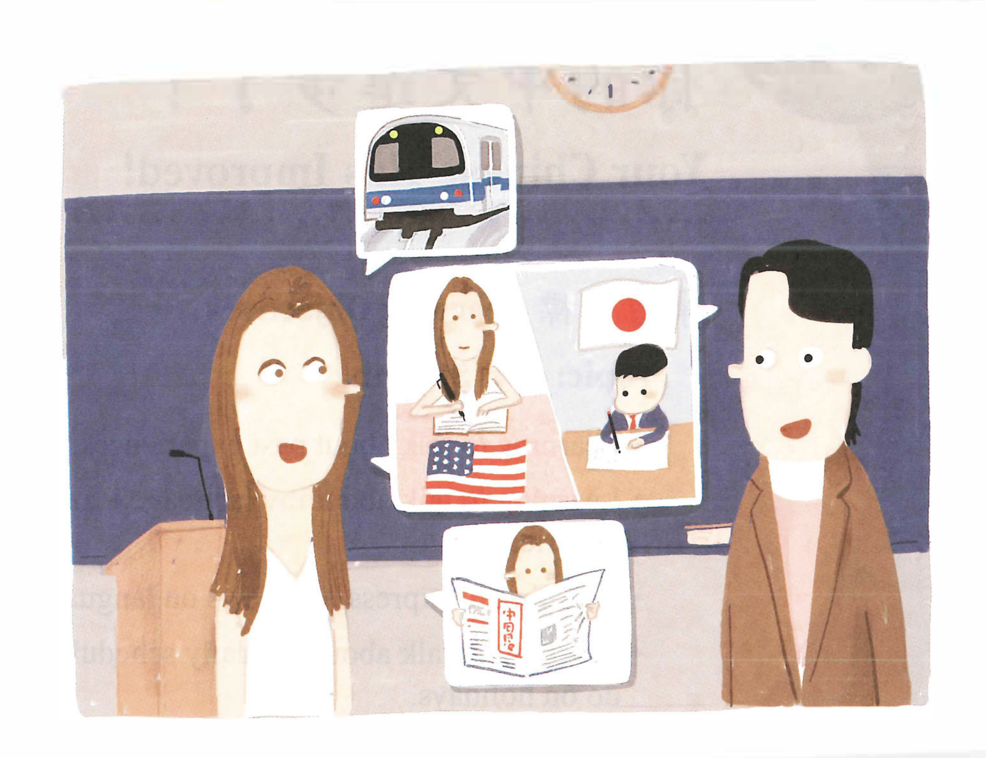


你的中文進步了！

Your Chinese Has Improved!

對話 Dialogue

 03-01



田　　中：早，妳今天來得真早。
如　　玉：是啊！我今天是搭捷運來的。
田　　中：今天的考試，妳準備了嗎？
如　　玉：準備得差不多了，應該可以考得不錯。你覺得聽寫很容易吧？
田　　中：是啊，日本人從小學就開始學寫漢字。
如　　玉：我現在也覺得寫字不難，因為我在美國念高中的時候就學過了。
田　　中：妳在這個語言中心學了多久了？

如　　玉：我才學了半年，你呢？
田　　中：我來了快一年了，可是我說話，還說得不夠流利。
如　　玉：雖然我只來了半年，但是我知道我的中文進步了。
田　　中：我覺得在說中文的環境裡學中文，進步得比較快。
如　　玉：我同意。我希望回國的時候能看中文報紙。
田　　中：我想妳一定可以。今天下了課，妳要去哪裡？
如　　玉：我要去活動中心跟語言交換的朋友見面。
田　　中：妳說的活動中心在哪裡？
如　　玉：在一樓有麵包店的那棟樓裡面，我們一起去聽過一次演講，記得嗎？
田　　中：噢，我想起來了。

課文簡體字版 Text in Simplified Characters

田　　中：早，妳今天来得真早。
如　　玉：是啊！我今天是搭捷运来的。
田　　中：今天的考试，妳准备了吗？
如　　玉：准备得差不多了，应该可以考得不错。你觉得听写很容易吧？
田　　中：是啊，日本人从小学就开始学写汉字。
如　　玉：我现在也觉得写字不难，因为我在美国念高中的时候就学过了。
田　　中：妳在这个语言中心学了多久了？
如　　玉：我才学了半年，你呢？
田　　中：我来了快一年了，可是我说话，还说得不够流利。
如　　玉：虽然我只来了半年，但是我知道我的中文进步了。

田中	：	我觉得在说中文的环境里学中文，进步得比较快。
如玉	：	我同意。我希望回国的时候能看中文报纸。
田中	：	我想妳一定可以。今天下了课，妳要去哪里？
如玉	：	我要去活动中心跟语言交换的朋友见面。
田中	：	妳说的活动中心在哪里？
如玉	：	在一楼有面包店的那栋楼里面，我们一起去听过一次演讲，记得吗？
田中	：	噢，我想起来了。

課文英譯 Text in English

Tienzhong	:	Good morning! You are early today.
Ruyu	:	Yes. I came by MRT.
Tienzhong	:	Are you ready for today's exam?
Ruyu	:	I'm more or less ready, I think I'll do well on the test. Dictation is easy for you, right?
Tienzhong	:	Yes. Japanese start learning how to write kanji in grade school.
Ruyu	:	I don't think writing is hard either, because I learned some in high school back in the U.S.
Tienzhong	:	How long have you been studying at this language center?
Ruyu	:	I have only been here for half a year. And you?
Tienzhong	:	I've been here for almost a year, but my speaking is still not fluent enough.
Ruyu	:	Even though I've only been here half a year, I know my Chinese has improved.
Tienzhong	:	I think learning Chinese in a Chinese-speaking environment helps you improve faster.
Ruyu	:	I agree. I hope when I return to my country, I can read Chinese newspapers.
Tienzhong	:	I think you definitely will be able to do it. Where are you going after classes today?
Ruyu	:	I'm going to the activity center to meet with my language exchange partner.
Tienzhong	:	Where is the activity center you mentioned?
Ruyu	:	Inside that building with the bakery on the ground floor. We went there to listen to a speech, remember?
Tienzhong	:	Oh yeah, I remember now.

生詞一 Vocabulary I

 03-02

Vocabulary

1	進步	jìnbù	ㄐㄧㄣˋ ㄅㄨˋ	(Vp)	to make improvement, to progress
2	早	zǎo	ㄗㄠˇ	(Vs)	early
3	考試	kǎoshì	ㄎㄠˇ ㄕˋ	(N)	a test, examination
4	準備	zhǔnbèi	ㄓㄨㄣˇ ㄅㄟˋ	(V)	to prepare, to get ready
5	考	kǎo	ㄎㄠˇ	(V)	to take a test
6	聽寫	tīngxiě	ㄊㄧㄥ ㄒㄧㄝˇ	(N)	dictation
7	容易	róngyì	ㄖㄨㄥˊ ㄧˋ	(Vs)	easy
8	小學	xiǎoxué	ㄒㄧㄠˇ ㄒㄩㄝˊ	(N)	elementary school
9	漢字	hànzì	ㄏㄢˋ ㄗˋ	(N)	Chinese characters
10	高中	gāozhōng	ㄍㄠ ㄓㄨㄥ	(N)	senior high school
11	過	guò	ㄍㄨㄛˋ	(Ptc)	a particle indicating experience
12	才	cái	ㄘㄞˊ	(Adv)	just, only
13	說話	shuōhuà	ㄕㄨㄛ ㄏㄨㄚˋ	(V-sep)	to speak
14	不夠	bú gòu	ㄅㄨˊ ㄍㄡˋ	(Adv)	not quite, not...enough
15	流利	liúlì	ㄌㄧㄡˊ ㄌㄧˋ	(Vs)	fluent
16	雖然	suīrán	ㄙㄨㄟ ㄖㄢˊ	(Conj)	although
17	環境	huánjìng	ㄏㄨㄢˊ ㄐㄧㄥˋ	(N)	environment, surroundings
18	同意	tóngyì	ㄊㄨㄥˊ ㄧˋ	(Vst)	to agree with
19	報紙	bàozhǐ	ㄅㄠˋ ㄓˇ	(N)	newspapers
20	麵包	miànbāo	ㄇㄧㄢˋ ㄅㄠ	(N)	bread
21	演講	yǎnjiǎng	ㄧㄢˇ ㄐㄧㄤˇ	(N)	a speech, a public lecture
22	噢	òu	ㄡˋ	(Ptc)	Oh

Phrases

23	活動中心	huódòng zhōngxīn	ㄏㄨㄛˊ ㄉㄨㄥˋ ㄓㄨㄥ ㄒㄧㄣ	activity center
24	想起來	xiǎng qǐlái	ㄒㄧㄤˇ ㄑㄧˇ ㄌㄞˊ	to have remembered

短文 Reading



03-03



馬安同到師大來學中文，他選了每天上三個小時的課，下了課要寫作業，還要準備第二天的課。馬安同剛開始學寫中國字，覺得真難，所以每天都練習寫字，常常半夜十二點多才睡覺。雖然有點累，但是他很高興現在會寫很多字了。

週末，馬安同比平常輕鬆多了。他有時候搭捷運去貓空喝茶，有時候坐公車去陽明山爬山。爬山的時候，他認識了很多台灣人。台灣人對外國人很好，常常跟馬安同聊天，告訴他一些台灣的文化。

馬安同有一個語言交換的朋友，他們一有空，就拿著地圖搭捷運去逛逛。安同喜歡看捷運上的廣告，要是有沒學過的字，他就會問那位朋友怎麼說。他覺得到處走走，可以了解台灣人的生活，也可以練習練習中文，哪裡都能學中文，真是不錯。

課文簡體字版 Text in Simplified Characters

马安同到师大来学中文，他选了每天上三个小时的课，下了课要写作业，还要准备第二天的课。马安同刚开始学写中国字，觉得真难，所以每天都练习写字，常常半夜十二点多才睡觉。虽然有点累，但是他很高兴现在会写很多字了。

周末，马安同比平常轻松多了。他有时候搭捷运去猫空喝茶，有时候坐公车去阳明山爬山。爬山的时候，他认识了很多台湾人。台湾人对外国人很好，常常跟马安同聊天，告诉他一些台湾的文化。

马安同有一个语言交换的朋友，他们一有空，就拿着地图搭捷运去逛逛。安同喜欢看捷运上的广告，要是有没学过的字，他就会问那位朋友怎么说。他觉得到处走走，可以了解台湾人的生活，也可以练习练习中文，哪里都能学中文，真是不错。

課文英譯 Text in English

Ma Antong came to NTNU to take Chinese classes. He picked a daily three-hour class. After class he has to do homework assignments and prepare for the next day's class. When he first started learning how to write Chinese characters, Ma Antong thought it was very difficult, so he practiced every day. He often didn't go to bed until after midnight. It was a little tiring, but he is glad he knows how to write a lot of characters now.

Ma Antong is generally more relaxed on weekends than other times. Sometimes, he takes the MRT to Maokong for tea. Sometimes, he takes a bus to Yangmingshan for a hike. He meets a lot of Taiwanese on his hikes. Taiwanese are very friendly to foreigners and often talk with Ma Antong and tell him some things about Taiwanese culture.

Ma Antong has a language exchange partner. Whenever they have time, they take the MRT and explore the town with a map. Antong likes to read the ads on the MRT. When he comes across a word that he doesn't know, he asks his friend how to say it. He feels that walking around helps him understand how Taiwanese live and at the same time he can practice his Chinese. It is wonderful that you can learn Chinese anywhere you go.

生詞二 Vocabulary II


03-04

Vocabulary

1	選	xuǎn	ㄒㄩㄢˇ	(V)	to select
2	作業	zuòyè	ㄗㄨㄛˋ ㄧㄝˋ	(N)	homework, assignment
3	練習	liànxí	ㄌㄧㄢˋ ㄒㄧˊ	(V)	to practice
4	半夜	bànyè	ㄅㄢˋ ㄧㄝˋ	(N)	middle of the night, late at night
5	高興	gāoxìng	ㄍㄠ ㄒㄧㄥˋ	(Vs)	glad, pleased
6	平常	píngcháng	ㄆㄧㄥˊ ㄔㄤˊ	(Adv)	usually
7	爬山	páshān	ㄆㄚˊ ㄕㄢ	(V-sep)	to go hiking
8	認識	rènshì	ㄖㄣˋ ㄕˋ	(Vpt)	to get to know someone
9	聊天	liáotiān	ㄌㄧㄠˊ ㄊㄧㄢ	(V-sep)	to have a chat
10	文化	wénhuà	ㄨㄣˊ ㄏㄨㄚˋ	(N)	culture
11	廣告	guǎnggào	ㄍㄨㄤˇ ㄍㄠˋ	(N)	advertisement, commercial

12	位	wèi	ㄨㄟˋ	(M)	measure word for people (polite form)
13	了解	liǎojiě	ㄌㄧㄠˇ ㄐㄧㄝˇ	(Vst)	to understand
14	生活	shēnghuó	ㄕㄥ ㄏㄨㄛˊ	(N)	life

Names

15	陽明山	Yángmíng Shān	ㄧㄤˊ ㄇㄧㄥˊ ㄕㄢ		Yangming Mountain

Phrases

16	外國人	wàiguó rén	ㄨㄞˋ ㄍㄨㄛˊ ㄖㄣˊ		foreigner
17	一些	yìxiē	ㄧˋ ㄒㄧㄝ		a little bit of, some, a fair amount of

文法 Grammar

I. Various Functions of 差不多 chàbùduō



03-05



Function: 差不多, literally 'differ not much', functions variously as a state verb and adverb.

Structures: 差不多 functions in many parts of speech and in various meanings, as illustrated below.

1. 差不多 Vs, as a predicate, about the same, roughly equivalent.
   (1) 我們開始學中文的時間差不多。
   (2) 那幾家超市賣的東西都差不多。
   (3) 我們國家的夏天和這裡差不多。

2. 差不多 Vs, as a verb complement, almost completed.
   (1) 我的功課寫得差不多了。
   (2) 我的旅行計畫得差不多了，你看一看吧！
   (3) 找工作的事準備得差不多了。

3. 差不多 an adverb, as a modifier of verbs, about, approximately.

(1) 從這裡到捷運站，差不多（走）十分鐘。
(2) 哥哥和弟弟差不多高。
(3) 我差不多學了四個月的中文了。

Questions:

1. 從學校到捷運站差不多得走多久？
2. 你的考試準備得差不多了嗎？
3. 這兩個房間的房租是不是差不多？

Usage: Sometimes it's common for Chinese people to respond with 差不多, making it difficult to figure out what the truth is.

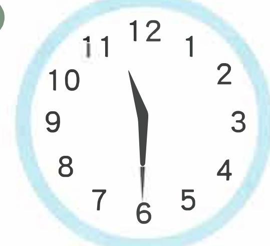
1. A：你新年要吃的東西都準備了嗎？
   B：差不多了。
2. A：我們準備要去餐廳了嗎？
   B：差不多了。
3. A：你習慣花蓮的生活了嗎？
   B：差不多了。

練習 Exercise

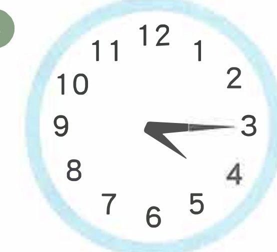
Answer the following questions using the vague statement pattern.

1. 

A：現在十點了嗎？
B：______________。

2. 

A：現在十一點半，你想幾點去吃中飯？
B：______________。

3. 

A：已經四點十五分了，你打算幾點回家？
B：______________。

4. A：你想在台灣住多久？　B：＿＿＿＿＿＿＿＿＿＿＿＿。
5. A：你每個月要付多少電話費？　B：＿＿＿＿＿＿＿＿＿＿＿＿。
6. A：你的國家秋天天氣跟這裡差不多嗎？
   B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
7. A：你去旅行的事準備得怎麼樣了？
   B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
8. A：聽說白如玉的喉嚨發炎了，今天好了嗎？
   B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

II. Experience Particle 過 guò



03-06

英譯 p.68

Function: The particle 過 is suffixed to action verbs and marks the subject's experience of the action depicted by the verbs.

1. 我在高中學過中文。
2. 我去過那個語言中心。
3. 我教過他兩年西班牙文。

Structures: Experiential sentences usually include duration, frequency and non-specific past time.

1. 我學過兩次西班牙文。
2. 他在越南住過三年。
3. 你已經去過這麼多國家，還想去哪裡？

Negation: Only 沒 negation is used in this pattern.

1. 我以前沒學過中文。
2. 我沒去過法國。
3. 我沒買過那家的麵包。

Questions:

1. 他去過日本沒有？
2. 王老師的課，你上過嗎？

③ 你是不是看過那本書？有意思嗎？

Usage:

1. The experience marker, 過 , usually combines with non-specific time references, such as 以前 'before', 小時候 'when I was young', and not specific references, such as 昨天 'yesterday' or 上午十點半 '10:30 am'.

2. Verb + 過 vs. Verb + 了：
   The differences between 過 and 了 are often subtle, both referring to the occurrence of events and activities in the past. Remember that 過 refers to experience, which can repeat, whereas 了 refers to a single occurrence at a specific past. Please compare the following pairs of sentences.

   (1) a. 他去過很多國家。（to date）
   b. 他去了很多國家。（during his last trip）

   (2) a. 他點過日本菜。（He is experienced. Let's ask him for his advice.）
   b. 他點了日本菜。（for our get-together last week）

練習 Exercise

Complete the following sentences with the experiential particle.

1. 這個字，我＿＿＿＿＿＿＿＿＿＿，可是我忘了。
2. 我們都看過＿＿＿＿＿＿＿＿，可是沒聽過＿＿＿＿＿＿＿＿。
3. A：你坐過台北捷運嗎？　B：我＿＿＿＿＿＿＿＿＿＿＿＿。
4. A：王小姐＿＿＿＿＿＿＿＿＿＿？　B：我知道她去過好幾次。
5. A：你在台灣看過醫生、吃過藥嗎？
   B：我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

III. 才 cái *merely, only*


03-07


英譯 p.69

Function: The adverb 才 refers to merely/only... in quantity, which falls short of common expectation.

1. 法國，我才去過一次。
2. 一本書才五十塊。真便宜。
3. 他才學了半年中文。

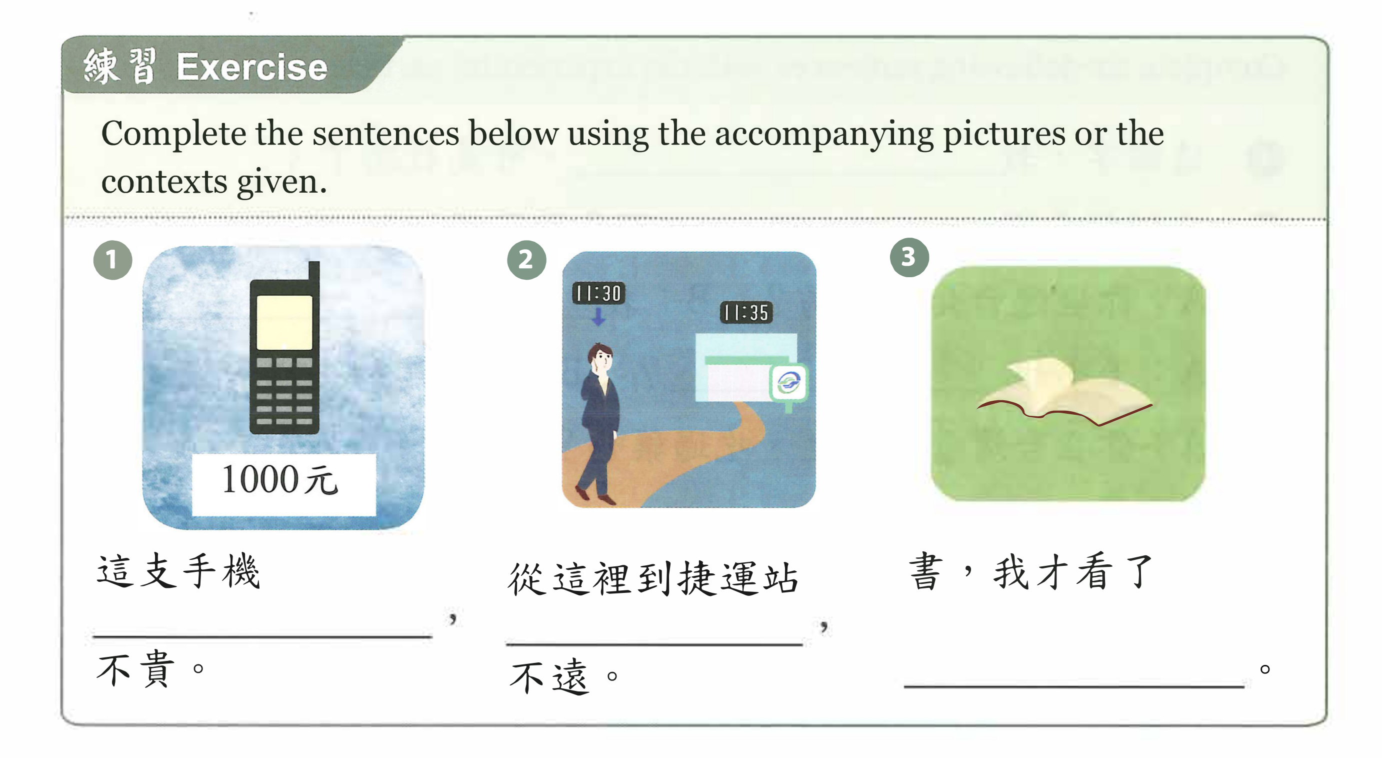
Structures:

 **Questions:**

1. 你今天才吃了一個麵包嗎？
2. 他是不是才學了兩個星期的中文？
3. 台北捷運，你才坐過一次嗎？

Usage:

1. In the context of quantity, both 才 and 只 mean 'only', so that 他才學了三個月的西班牙文 is the same as 他只學了三個月的西班牙文 'She studied Spanish for only three months'. However, while 只 is only factual, 才 further indicates that most people spend more time on foreign languages.
2. Further, 才 can be followed by quantity expressions directly, whereas 只 cannot. So, 這本書才五十塊錢。'This book is only $50' is OK, but *這本書只五十塊錢 is not grammatical.



4. A：你常去貓空喝茶嗎？
   B：不常，才＿＿＿＿＿＿＿＿＿＿。
5. A：今天要考的漢字，你都準備了嗎？
   B：還沒，我才＿＿＿＿＿＿＿＿＿＿。

IV. 想起來 xiǎng qǐlái *to have remembered*  03-08

英譯 p.69

Function: This pattern consists of the verb 想, followed by the verb particle 起 (來), referring to the fact that something has been recalled.

1. 他的電話，我想起來了。
2. 那位小姐姓張，我想起來了。
3. 回到學校以後，以前的事我都想起來了。

Structures:

Negation:

1. 他姓張，早上見面的時候我怎麼沒想起來。
2. 他是誰，我還沒想起來。
3. 機車在哪裡，他一直沒想起來。

Questions:

1. 我們見過面。你想起來了嗎？
2. 他叫什麼名字？你是不是想起來了？
3. 你的東西在哪裡，想起來了沒有？

Usage: 起來 in this pattern is different from the 起來 presented in Lesson One.

練習 Exercise

How would you respond in the following scenarios?

1

甲：你好！
乙：請問你是…？
甲：我是妳的高中同學啊！
乙：噢，我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

2

甲：我們幾點去？
乙：去哪裡？
甲：妳不記得了啊！
乙：噢，＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

3

甲：你知道陳月美什麼時候回越南嗎？
乙：她跟我說過，我想想。
甲：妳＿＿＿＿＿＿＿＿＿＿＿＿＿了嗎？
乙：我想起來了，是下個月一號。

4

老師：你的作業本子呢？
學生：我不知道在哪裡。
老師：快想一想！
學生：好，我想一想，我＿＿＿＿了，在家裡。

5

甲：我忘了昨天看見的同學姓什麼。
乙：你沒想一想嗎？
甲：當然想過，可是我＿＿＿＿＿＿＿＿＿＿。
乙：我想沒關係吧。

V. Longer/Later Than Expected with 才 cái


03-09


英譯 p.69

Function: 才 implies that the event referred to in the sentence is took longer than expected.

1. 你現在才來，大家等你很久了。
2. 他是昨天才到台北的，所以睡得不好。
3. 我等了十分鐘，捷運才來。

Structures: Time expressions are nearly always used in 才 sentences. 才 itself cannot be negated. 不是 negation is used instead.

Negation:

1. 我跟你一起住了十年了，我不是現在才了解你的。
2. 他不是今天才告訴老闆他不能來上班的。
3. 我們不是今天才認識的，是三年前就認識的。

Questions:

1. 王先生這個月才來上班的嗎？
2. 你是不是昨天晚上十點才打電話給他的？
3. 你什麼時候才可以跟我去看電影？

Usage: While 就 indicates that the event referred to occurred sooner than expected, 才 indicates that the event referred to took longer than expected. Compare the following.

1. 我等了十分鐘，捷運就來了。 2. 我等了十分鐘，捷運才來。

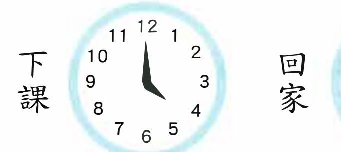
練習 Exercise

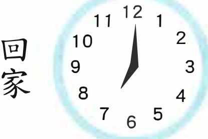
Complete with 才 below, on the basis of the situations given.

1. 我們八點上課，田中先生今天早上十點 ______________。
2. 我們要搭下午三點的飛機，
   可是陳先生________________。



3 馬安同四點下課，
不過他＿＿＿＿＿＿＿。

下課


回家


4 平常，你等捷運要等十分鐘，
今天只等了五分鐘，你會怎麼說？

5 紐約去年十一月開始下雪，今年十二月開始下雪。你想白如玉會怎麼說？

6 田中班上有一個日本同學，他們以前不認識，到師大學中文以後認識的，你會怎麼說？

VI. Tentative Action with Reduplicated Disyllabic Verbs ABAB


03-10


英譯 p.70

Function: When verbs, monosyllabic or disyllabic, are reduplicated, the commitment to the action is reduced. This pattern generally occurs in imperative sentences.

1. 今天學的漢字，我還得練習練習。
2. 你有空的時候，應該去旅行，多認識認識一些台灣朋友。
3. 我想了解了解你是怎麼學中文的，為什麼說得這麼流利。

Structures: The reduplication of disyllabic action verbs is an expansion from AB to ABAB.

Negation:

1. 下星期要考試，你怎麼不準備準備呢？
2. 你不練習練習寫字，聽寫怎麼考得好？
3. 我們不參觀參觀，怎麼知道這個學校好不好？

Questions:

1. 我是妳男朋友，妳是不是應該多關心關心我？
2. 這個週末，你要不要在家休息休息？
3. 我有什麼機會可以認識認識新朋友？

Usage: Since reduplication already indicates reduction (in commitment), reduplicated forms do not occur with 一下 or 一點, which also indicates reduction.

*我得練習練習一下。
*你得關心關心她一點。

練習 Exercise

Rewrite the following sentences using reduplicated verbs.

1. 我很累，我得休息。
→ ______________________________。

2. 放假的時候，我想去參觀故宮。
→ ______________________________。

3. 我得準備明天的聽寫，所以不能出去玩。
→ ______________________________。

4. 同學生病了，我們得關心她。
→ ______________________________。

5. 要是我常練習，就不會忘了怎麼寫漢字。
→ ______________________________。

語法例句英譯 Grammar Examples in English

I. Various Functions of 差不多 chàbùduō

Structures:

1. (1) We started studying Chinese at about the same time.
   (2) Those supermarkets all sell about the same things.
   (3) The summers in our country are about the same as here.

2. (1) My homework is almost done.
   (2) My trip is pretty much all planned out. Here, take a look!
   (3) (I am) almost done preparing to look for work.

3. (1) From here to the MRT station, it's about a 10 minute walk.
   (2) The older brother and the younger brother are almost the same height.
   (3) I have studied Chinese for about four months now.

Questions:

1. About how long does it take to walk from the school to the MRT station?
2. Are you almost done preparing for the exam?
3. Is the rent for these two rooms about the same?

Usage:

1. A: Have you prepared the food for New Year's?
   B: Just about.
2. A: Are we ready to go to the restaurant?
   B: Almost.
3. A: Are you used to life in Hualien?
   B: More or less.

II. Experience Particle 過 guò

Function:

1. I studied Chinese in senior high school.
2. I been to that language center.
3. I have taught him Spanish for two years.

Structures:

1. I've studied Spanish twice before.
2. He lived in Vietnam for three years.
3. You've already been to so many countries. Where else would you like to go?

Negation:

1. I've never studied Chinese before.
2. I've never been to France.
3. I've never bought bread at that store.

Questions:

1. Has he been to Japan?
2. Have you ever taken Miss Wang's class before?
3. Have you read that book before? Is it good?

Usage:

2. (1) a. He has been to many countries. (to date)
       b. He went to many countries. (during his last trip)
   (2) a. He's ordered Japanese food before. (He is experienced. Let's ask him for his advice.)
       b. He ordered Japanese food (for our get-together last week).

III. 才 cái *merely, only*

1. I've been to France only once. (When a lot of people go there often.)
2. Only $50 each for a book. That's really cheap. (When they cost much more elsewhere.)
3. He has studied Chinese for only half a year. (And his Chinese is super! When other people struggle for a long time.)

Structures:

Questions:

1. You've only had one piece of bread today?
2. He has only studied Chinese for two weeks?
3. You've only taken the Taipei MRT once?

IV. 想起來 xiǎng qǐlái *to have remembered*

Function:

1. I remembered his phone number.
2. I recalled that young lady's last name is Zhang.
3. When I went back to school, all the things that had happened there before came to mind.

Structures:

Negation:

1. His last name is Zhang. How come I couldn't recall it this morning?
2. Who is he? I still can't remember.
3. He couldn't recall where the motorcycle was the entire time.

Questions:

1. We've met before. Do you recall?
2. What is his name? Do you recall?
3. Where is your stuff? Do you remember?

V. Longer/Later Than Expected with 才 cái

Function:

1. You're finally here. We've been waiting for you for a long time.
2. He just arrived in Taipei yesterday, so he did not sleep very well.
3. I waited 10 minutes before the MRT finally came.

Structures:

Negation:

1. I have lived with you for 10 years already. It's not like I just got to know you now.
2. He didn't wait until today to tell his boss that he can't come in to work.
3. We didn't just meet today. We met three years ago.

Questions:

1. Mr. Wang didn't come to work until this month?
2. You waited until 10 o'clock last night before calling him, didn't you?
3. When will it be before you'll be able to see a movie with me?

Usage:

1. I waited for the MRT and it came in just 10 minutes.
2. I waited for the MRT, but it didn't come for 10 minutes.

VI. Tentative Action with Reduplicated Disyllabic Verbs ABAB

Function:

1. I still need to practice a bit more the Chinese characters I studied today.
2. When you have time, you should travel and make some Taiwanese friends.
3. I'd like to better understand how you learned Chinese, and why you can speak so fluently.

Structures:

Negation:

1. There is a test next week. Why aren't you preparing for it?
2. You don't practice writing. How are you going to do well on the dictation?
3. If we don't take a look around, how are we going to know if this is a good school or not?

Questions:

1. I'm your boyfriend. Shouldn't you show a little more concern?
2. Are you going to take a break at home this weekend?
3. Are there any opportunities for me to really get to know some new friends?



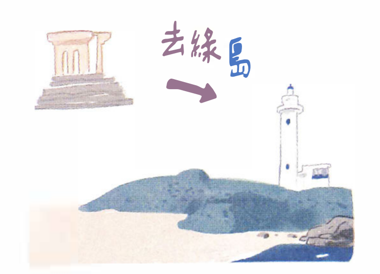
I. Talking about Personal Experiences

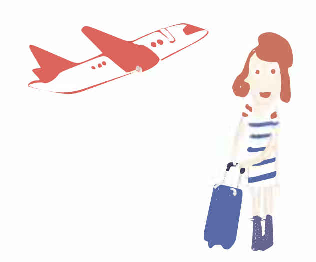
Goal: Talking about my personal experiences and asking people about theirs.
Task: Pair up with a classmate and take turns asking and answering questions regarding personal experiences using V 過.

A：你 V 過 ________ 嗎？

B：我 V 過 ________。
or 我沒 V 過 ________。





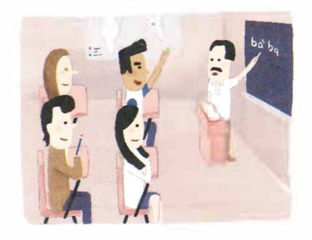
















II. My Thoughts on and Experience in Learning Chinese

Goal: Describing my learning experience.

Task: Tell the class about your experiences in learning Chinese. When did you start? Where did you take classes? How long have you been studying? What do you think about Chinese? As the student shares his/her experiences, the rest of the class should take notes on what is being said. The teacher can call on other students to reiterate the experiences shared by others.

Example

XXX	開始學中文
時間	2013 年 4 月 1 日
地點	日本的大學
長短 (chángduǎn, length)	1 年
感覺 (gǎnjué, feeling)	說中文很難

_______________（人）是_______________（時）在_______________（地）開始學中文的。他學了_______________，開始學中文的時候覺得_______________。

III. What Are Your Days Like?

Goal: Talking about the differences between my weekdays and weekends.

Task: Pair up with a classmate. Ask each other what you do on weekdays and weekends. Ask why. Write down three things that they do on weekdays and three that they do on weekends.

A：你平常下課以後 / 週末喜歡做什麼？

B：_______________________________________


平常
週末

IV. Expressing Transitions

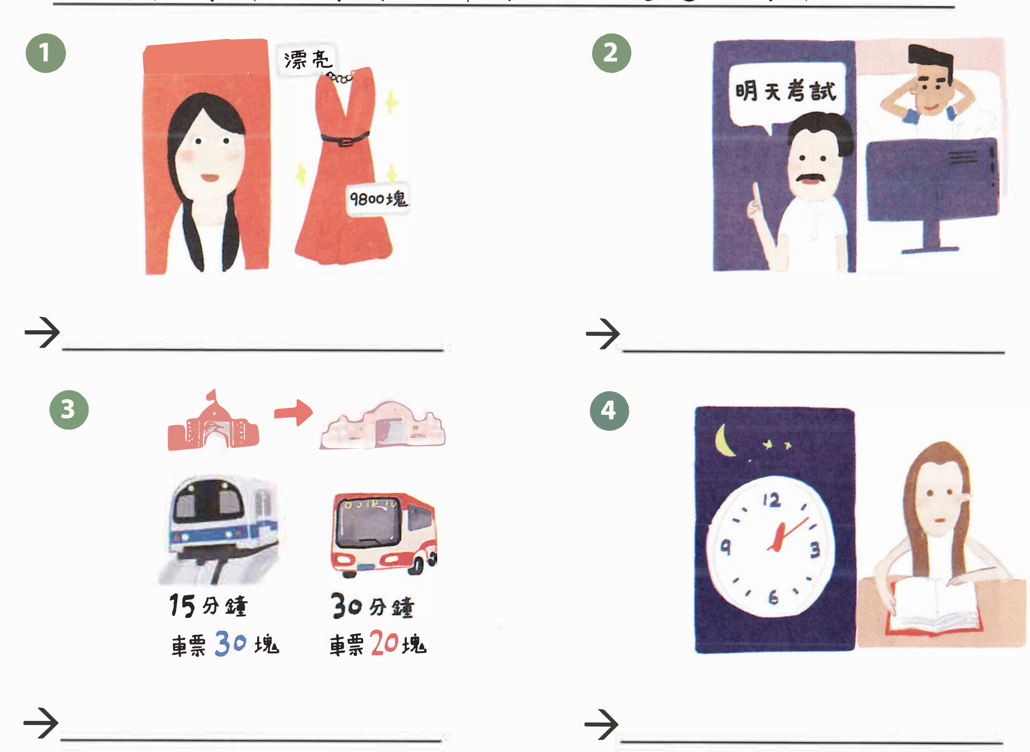
Goal: Learning how to use transitional expressions.

Task: Look at the following pictures and use 雖然…但是… to express transitions.

Example



→ 他雖然學中文學了一年了，但是還說得不流利。



1 → ____________

2 → ____________

3 → ____________

4 → ____________

V. Is It Hard to Learn Chinese?

Goal: Expressing views on learning Chinese.
Task: Ask four classmates what they think about learning Chinese. What is hard about it? What is easy about it? Why? Compile a list of what is hard about learning Chinese.

	我	同學 1	同學 2	同學 3	同學 4
聽					
說					
讀 (dú，reading)					
寫					

Keep statistics on how many people find which items difficult and discuss each.

覺得______難的	有______人
聽	
說	
讀	
寫	

文化 Bits of Chinese Culture

Foreign Loanwords



▲ Boxed lunch, a Japanese loanword —bento. ／達志影像

Foreign languages, especially Japanese and English, have had a significant impact on vocabulary in Taiwan. During the Japanese colonial period a great number of Japanese words and phrases were incorporated into everyday Taiwanese (Southern Min). Bento（便當）, boxed lunch, and mochi（麻糬）, a glutinous rice treat, are two examples. After China came into contact with the West, English terms such as "humor"（幽默 yōumò）and "logic"（邏輯 luójí）were transliterated into Chinese. These and other foreign loanwords are now in common usage in Taiwanese Mandarin.



▲ Geeky guy, usually a recluse, a Japanese loanword—otaku.

《聯合報》鄭超文、林伯驊／攝影



▲ An expert, a "guru", a Japanese loanword—tatsujin.

In recent decades, the convenience of travel, advances in technology, and frequent cultural interaction have brought many other foreign loanwords to Taiwan. English terms, such as "hi" and "T-shirt" are transliterated as hāi（嗨） and T-xù（T 恤）; "Bye-bye" has become bàibài. "Show" is transliterated as xiù（秀）, giving us 脫口秀 tuōkǒuxiù (talk show) and 做秀 zuò xiù (to do a show). "Shopping" is 血拼 xiěpīn or 瞎拼 xiāpīn. English colloquialisms, such as "OK" retain their original meaning without undergoing translation. Because Japanese is written with Chinese characters, Taiwanese have directly adopted Japanese terms such as zháinán（宅男）and zháinǚ（宅女）(J: otaku; a male or female "geek" or "nerd") and dárén（達人）(J: tatsujin; a highly skilled person).

But don't get confused. Taiwanese can be creative when it comes to borrowing foreign terms. For example, when two friends are really close, we call it májí （麻吉）– sounds like Japanese, right? Actually, it's our version of the English "match." And we've come up with some interesting combinations as well – "xǐao 小 case" – literally "a little case" or "an insignificant matter" – translates as "it's a cinch" or "no big deal."



Self-Assessment Checklist

I can express past experiences.

20% 40% 60% 80% 100%

I can talk about my language learning experiences.

20% 40% 60% 80% 100%

I can express my views on language learning.

20% 40% 60% 80% 100%

I can express my daily schedule and what I do on holidays.

20% 40% 60% 80% 100%

note



第四課

我打工，我教法文

I Work Part-time. I Teach French.

學習目標 Learning Objectives

Topic: 工作 Work

- Learning to talk about my education background and working experiences.
- Learning to talk about the ideal job, its responsibilities and salary.
- Learning to ask questions related to job responsibilities.
- Learning to list at least two things or areas of expertise.

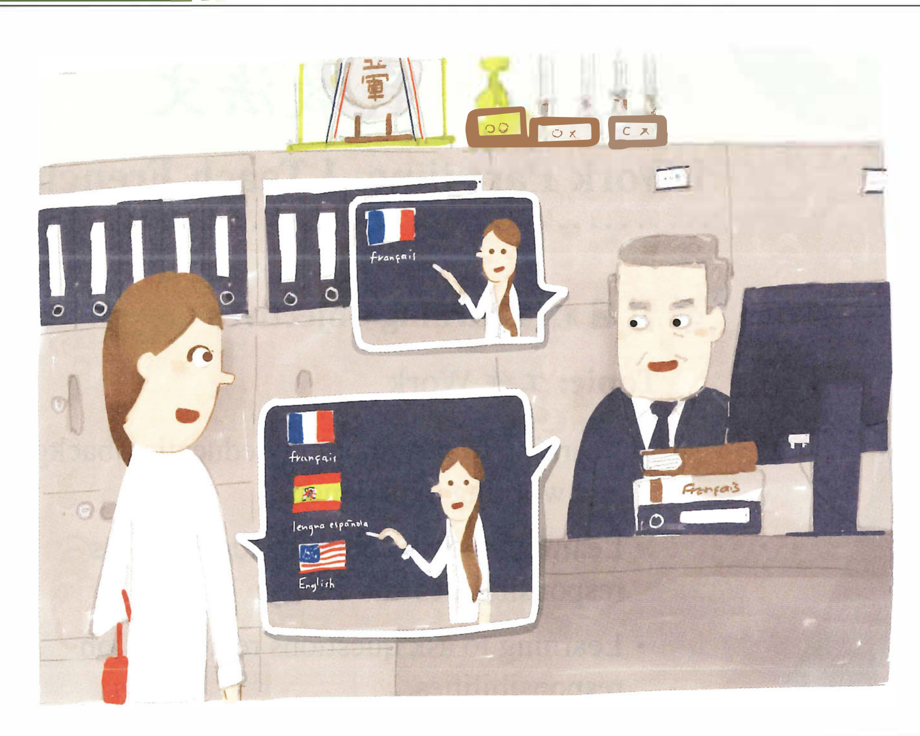


我打工，我教法文

I Work Part-time. I Teach French.

對話 Dialogue


04-01



主　任：請坐，妳是高美玲嗎？
美　玲：是。您好。
主　任：請妳先介紹一下自己。
美　玲：我叫高美玲，是法國人，今年二十八歲，現在在師大學中文。我念大學的時候上過亞洲文化和語言學。
主　任：妳有沒有教法文的經驗？請妳談一談。
美　玲：有。我當過語言助教，那時候的學生都是外國人。
主　任：妳一個星期能來幾天？

美　　玲：我現在上午學中文，下午兩點以後都可以，但是我希望一個禮拜教三天就好了。
主　　任：妳除了法文、中文，還會什麼語言？
美　　玲：我還會說西班牙語和英文。
主　　任：妳教過西班牙語嗎？
美　　玲：我大學三年級的暑假，當過西班牙語老師。
主　　任：妳的工作經驗聽起來很不錯。
美　　玲：謝謝您。對了，我想請教一下，貴中心老師的薪水怎麼算？
主　　任：我們是按照大學教授的鐘點費算的。薪水跟大學老師的一樣。
美　　玲：我很想試試這份工作。
主　　任：歡迎妳，妳下個月一號就可以來嗎？
美　　玲：可以的。謝謝。

課文簡體字版 Text in Simplified Characters

主　　任：请坐，妳是高美玲吗？
美　　玲：是。您好。
主　　任：请妳先介绍一下自己。
美　　玲：我叫高美玲，是法国人，今年二十八岁，现在在师大学中文。我念大学的时候上过亚洲文化和语言学。
主　　任：妳有没有教法文的经验？请妳谈一谈。
美　　玲：有。我当过语言助教，那时候的学生都是外国人。
主　　任：妳一个星期能来几天？
美　　玲：我现在上午学中文，下午两点以后都可以，但是我希望一个礼拜教三天就好了。

主　　任：妳除了法文、中文，还会什么语言？
美　　玲：我还会说西班牙语和英文。
主　　任：妳教过西班牙语吗？
美　　玲：我大学三年级的暑假，当过西班牙语老师。
主　　任：妳的工作经验听起来很不错。
美　　玲：谢谢您。对了，我想请教一下，贵中心老师的薪水怎么算？
主　　任：我们是按照大学教授的钟点费算的。薪水跟大学老师的一样。
美　　玲：我很想试试这份工作。
主　　任：欢迎妳，妳下个月一号就可以来吗？
美　　玲：可以的。谢谢。

課文英譯 Text in English

Director : Please sit down. Are you Gao Meiling?
Meiling : Yes. How are you?
Director : Please tell me a little bit about yourself.
Meiling : My name is Gao Meiling. I am French and I am 28 years old. I am currently studying Chinese at NTNU. I studied Asian culture and linguistics in college.
Director : Do you have any experience teaching French? Please share.
Meiling : Yes, I do. I was a teaching assistant. All the students were foreigners.
Director : How many days a week can you come?
Meiling : I have Chinese classes in the mornings, so any time after 2 o'clock is fine, but I hope to teach three days a week.
Director : Other than French and Chinese, can you speak any other languages?
Meiling : I can also speak Spanish and English.
Director : Have you ever taught Spanish?
Meiling : I was a Spanish instructor during summer break when I was a junior in college.
Director : You seem to have pretty good work experience.
Meiling : Thank you. Oh yes, I would like to ask how much your instructors are paid?
Director : We calculate their pay in accordance with the hourly pay of a professor. The pay is the same as that of university instructors.
Meiling : I would very much like to give this job a try.
Director : We welcome you. Can you come on the first of next month?
Meiling : Yes. Thank you.

生詞一 Vocabulary I

 04-02

People in the Dialogue

1	高美玲	Gāo Měilíng	ㄍㄠ ㄇㄟˇ ㄌㄧㄥˊ		Gao Meiling, a woman from France

Vocabulary

2	打工	dǎgōng	ㄉㄚˇ ㄍㄨㄥ	(V-sep)	to work part-time
3	主任	zhǔrèn	ㄓㄨˇ ㄖㄣˋ	(N)	director
4	介紹	jièshào	ㄐㄧㄝˋ ㄕㄠˋ	(V)	to introduce
5	歲	suì	ㄙㄨㄟˋ	(M)	years of age
6	語言學	yǔyánxué	ㄩˇ ㄧㄢˊ ㄒㄩㄝˊ	(N)	linguistics
7	經驗	jīngyàn	ㄐㄧㄥ ㄧㄢˋ	(N)	experience
8	談	tán	ㄊㄢˊ	(V)	to talk over, to talk about, to discuss
9	當	dāng	ㄉㄤ	(V)	to serve as
10	助教	zhùjiào	ㄓㄨˋ ㄐㄧㄠˋ	(N)	teaching assistant
11	上午	shàngwǔ	ㄕㄤˋ ㄨˇ	(N)	morning
12	除了	chúle	ㄔㄨˊ ˙ㄌㄜ	(Prep)	except for, other than
13	年級	niánjí	ㄋㄧㄢˊ ㄐㄧˊ	(N)	grade (year in school)
14	暑假	shǔjià	ㄕㄨˇ ㄐㄧㄚˋ	(N)	summer vacation
15	請教	qǐngjiào	ㄑㄧㄥˇ ㄐㄧㄠˋ	(V)	to ask, to inquire (polite form)
16	貴	guì	ㄍㄨㄟˋ	(Vs-attr)	your (honorable)
17	薪水	xīnshuǐ	ㄒㄧㄣ ㄕㄨㄟˇ	(N)	pay
18	算	suàn	ㄙㄨㄢˋ	(V)	to calculate
19	按照	ànzhào	ㄢˋ ㄓㄠˋ	(Prep)	based on, in accordance with
20	教授	jiàoshòu	ㄐㄧㄠˋ ㄕㄡˋ	(N)	professor
21	鐘點費	zhōngdiǎnfèi	ㄓㄨㄥ ㄉㄧㄢˇ ㄈㄟˋ	(N)	hourly pay
22	份	fèn	ㄈㄣˋ	(M)	measure word for job

Names

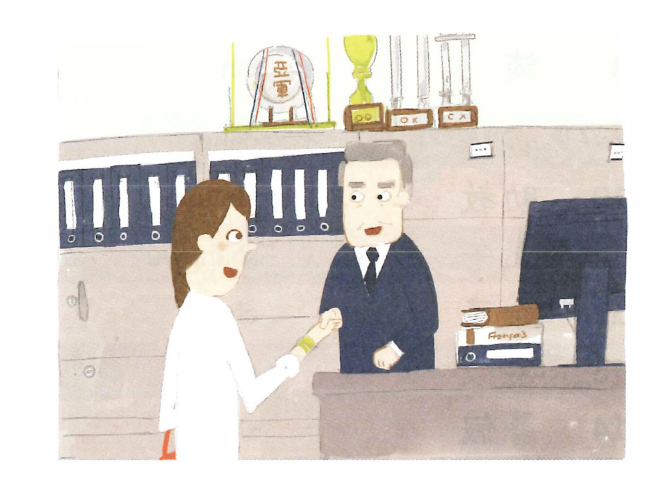
23	法文	Fǎwén	ㄈㄚˇ ㄨㄣˊ	French language
24	亞洲	Yàzhōu	ㄧㄚˋ ㄓㄡ	Asia
25	西班牙語	Xībānyá yǔ	ㄒㄧ ㄅㄢ ㄧㄚˊ ㄩˇ	Spanish language
26	英文	Yīngwén	ㄧㄥ ㄨㄣˊ	English language

Phrases

27	三年級	sān niánjí	ㄙㄢ ㄋㄧㄢˊ ㄐㄧˊ	grade three (school or university)

短文 Reading

 04-03



高美玲來了一年了，按照台灣的法律，她已經可以打工了，所以她的台灣朋友給她介紹了一個在大學語言中心教法文的工作。雖然高美玲覺得自己的經驗還不夠，可是決定去試一試。所以她帶著履歷表到語言中心去跟主任面談。

這位主任姓黃，是法國華僑，在台灣住了十幾年，他也在大學工作了十年了。高美玲在辦公室跟他談話的時候，他先問高美玲在法國的工作經驗，再問她在台灣學中文跟生活的情形。黃主任覺得高美玲的經驗很適合這份工作。

黃主任也給高美玲介紹了上課的書，還跟她說明了工作環境。然後，黃主任告訴高美玲，薪水按照工作的時間算，每個月的月底發薪水。高美玲覺得這份工作聽起來很不錯，所以馬上就答應了。黃主任對她說，下個月一號就開始上班。高美玲沒想到這次的面談這麼順利。

課文簡體字版 Text in Simplified Characters

高美玲来了一年了，按照台湾的法律，她已经可以打工了，所以她的台湾朋友给她介绍了一个在大学语言中心教法文的工作。虽然高美玲觉得自己的经验还不够，可是决定去试一试。所以她带着履历表到语言中心去跟主任面谈。

这位主任姓黄，是法国华侨，在台湾住了十几年，他也在大学工作了十年了。高美玲在办公室跟他谈话的时候，他先问高美玲在法国的工作经验，再问她在台湾学中文跟生活的情形。黄主任觉得高美玲的经验很适合这份工作。

黄主任也给高美玲介绍了上课的书，还跟她说明了工作环境。然后，黄主任告诉高美玲，薪水按照工作的时间算，每个月的月底发薪水。高美玲觉得这份工作听起来很不错，所以马上就答应了。黄主任对她说，下个月一号就开始上班。高美玲没想到这次的面谈这么顺利。

課文英譯 Text in English

Gao Meiling has been living here for one year already. According to the law, she can work part-time in Taiwan, so her Taiwanese friend introduced her to a French teaching job at a college language center. Despite feeling not experienced enough, Gao Meiling brought her resume along with her to the language center for an interview with the director.

The director's name is Huang. He is an overseas Chinese from France who has been living in Taiwan for over a decade. He has also worked at the university for ten years. When they spoke at the office, he first asked Gao Meiling about her teaching experience in France. He then asked her about her Chinese studies and life in Taiwan. Director Huang believes Gao Meiling's experience makes her suitable to the job.

Director Huang also told Gao Meiling about the books she would be using in class and described the work environment for her. Afterward, he told her that pay is calculated based on the number of hours worked and that pay is issued at the end of each month. Gao Meiling felt that the job sounded good, so she accepted it immediately. Director Huang told her to start on the first of the following month. Gao Meiling didn't expect the interview to go so smoothly.

生詞二 Vocabulary II

 04-04

Vocabulary

1	法律	fǎlǜ	ㄈㄚˇ ㄌㄩˋ	(N)	law
2	夠	gòu	ㄍㄡˋ	(Vs-pred)	enough
3	履歷表	lǚlìbiǎo	ㄌㄩˇ ㄌㄧˋ ㄅㄧㄠˇ	(N)	resume
4	面談	miàntán	ㄇㄧㄢˋ ㄊㄢˊ	(Vi, N)	to have an interview, interview
5	華僑	Huáqiáo	ㄏㄨㄚˊ ㄑㄧㄠˊ	(N)	overseas Chinese
6	辦公室	bàngōngshì	ㄅㄢˋ ㄍㄨㄥ ㄕˋ	(N)	office
7	談話	tánhuà	ㄊㄢˊ ㄏㄨㄚˋ	(V-sep)	to talk
8	情形	qíngxíng	ㄑㄧㄥˊ ㄒㄧㄥˊ	(N)	situation
9	適合	shìhé	ㄕˋ ㄏㄜˊ	(Vst)	suitable for
10	說明	shuōmíng	ㄕㄨㄛ ㄇㄧㄥˊ	(V)	to explain
11	然後	ránhòu	ㄖㄢˊ ㄏㄡˋ	(Adv)	afterwards, and then
12	月底	yuèdǐ	ㄩㄝˋ ㄉㄧˇ	(N)	the end of a month
13	發	fā	ㄈㄚ	(V)	to pay (wages)
14	馬上	mǎshàng	ㄇㄚˇ ㄕㄤˋ	(Adv)	immediately
15	答應	dāyìng	ㄉㄚ ㄧㄥˋ	(V)	to accept
16	順利	shùnlì	ㄕㄨㄣˋ ㄌㄧˋ	(Vs)	to go, to proceed, smoothly

Names

17	黃	Huáng	ㄏㄨㄤˊ		a common Chinese family name, literally “yellow”

Phrases

18	沒想到	méi xiǎngdào	ㄇㄟˊ ㄒㄧㄤˇ ㄉㄠˋ		unexpectedly, didn’t expect

文法 Grammar

I. 除了 chúle⋯，還 hái⋯ *in addition to...*  04-05 

英譯 p.96

Function: This pattern introduces additional elements to what is specified by the preposition 除了.

1. 放假的時候，馬安同除了常打籃球，還常踢足球。
2. 台灣好吃的小吃，除了牛肉麵，還有小籠包。
3. 從學校到火車站，除了坐捷運，還可以坐公車。

Structures:

Negation:

1. 白如玉除了不喜歡喝茶，她還不喜歡喝咖啡。
2. 馬安同生病了，他除了沒寫作業，還沒準備考試。
3. 陳月美除了不喜歡太辣的菜，還不喜歡太甜的甜點。

Questions:

1. 你們除了去故宮，還去了哪些地方？
2. 我們除了點牛肉麵，還要點臭豆腐嗎？
3. 除了芒果，他是不是還喜歡吃西瓜？

Usage: In this pattern, the adverb 還, can often be replaced by 也, expressing the same meaning.

1. 感冒的人除了要吃藥，也要多喝水、多休息。
2. 陳月美租的房子除了離捷運站很近，離超市也很近。
3. 馬安同生日，怡君除了買生日蛋糕，也訂了豬腳麵線。

練習 Exercise

Answer the following questions using the pattern 除了…，還….

1. A：除了西班牙，你還去過哪些國家？（日本）
   B：________________。
2. A：除了學中文，你還想學什麼？（英文）
   B：________________。
3. A：台灣小吃，除了小籠包，你還喜歡吃什麼？（牛肉麵）
   B：________________。
4. A：你除了喉嚨痛，還有哪裡不舒服？（發燒）
   B：________________。
5. A：除了參觀電腦展，你這個週末還打算做什麼？（去貓空喝茶）
   B：________________。
6. A：你除了不喜歡吃臭豆腐，還不喜歡吃什麼？（豬腳麵線）
   B：________________。

II. 按照 ànzhào… *in accordance with*

 04-06

英譯 p.96

Function: The preposition 按照 refers to “on the basis of, in accordance with, following”.

1. 按照醫生說的，你睡覺以前要吃一包藥。
2. 我打算按照網路的介紹，自己去花蓮玩玩。
3. 按照台灣的法律，剛來台灣的外國學生不可以工作。

Structures: The 按照 prepositional phrase can be placed either at the very beginning of a sentence, or before a verb.

1. 按照他的旅行計畫，他現在應該在法國。
2. 你應該按照老師的建議，練習寫中國字。

Negation:

1. 馬安同沒按照老師的建議準備考試。
2. 田中誠一常常不按照老闆說的做事。
3. 高美玲沒按照計畫回來工作，她的老闆很不高興。

Questions: In addition to 嗎, 是不是 is the only pattern possible when the preposition 按照 is used.

1. 你是不是按照老師給你的建議練習說話？
2. 你是不是按照網路上的說明做小籠包？
3. 請你按照我們約的時間在捷運站跟我見面，好嗎？

練習 Exercise

Answer the following questions using the "按照…，…" pattern.

1. A：按照你們國家的法律，幾歲可以騎機車？
   B：______________________________。
2. A：按照你的成績，你能不能拿語言中心的獎學金？
   B：______________________________。
3. A：按照你自己的計畫，你打算一個星期上幾個小時的中文課？
   B：______________________________。
4. A：按照你們國家的傳統，你們怎麼過生日？
   B：______________________________。

5 A：按照醫生的說明，每天早上幾點起來，晚上幾點睡覺比較健康？

B：____。

6 A：按照你們國家的習慣，吃飯的時候，先吃飯還是先喝湯？

B：____。

III. Various Meaning of the Preposition 跟 gēn


04-07


英譯 p.97

Function: 跟 can be variously translated in English, depending on contexts.

1. 'to', recipient of the action
   (1) 老師跟學生說，明天要考試。
   (2) 他剛跟田中說明了他們國家的文化。
   (3) 語言中心主任跟高美玲介紹工作環境。

2. 'with', companion of the action
   (1) 田中誠一昨天跟馬安同一起踢足球。
   (2) 我是跟朋友一起來的。
   (3) 這個週末，我想跟朋友去台南玩。

3. 'from', source of the action of imparting
   (1) 馬安同想跟王老師學寫書法。
   (2) 他打算跟麵包店老闆學做麵包。
   (3) 我想跟朋友買他的那支舊手機。

Structures: .



Negation: The negation occurs before 跟 as in the case of all prepositions.

1. 請你不要跟別人說你和我的薪水。
2. 馬安同沒跟台灣朋友去看電腦展。
3. 田中誠一不是跟王老師學西班牙文，是跟馬安同學的。



Questions: The A-not-A pattern can be applied to prepositions including 跟, not to the verb. 是不是 is also commonly used.

1. 你是不是跟李教授學書法？
2. 你跟大家介紹辦公室的環境了沒有？
3. 下個星期，你跟不跟我去爬山？

練習 Exercise

In the following, these people are all going to do something with 高美玲. Please use the pattern "… 跟高美玲 …" to rewrite these sentences.

1. 田中誠一學騎機車。
   → ______________________________。
2. 李明華要買她的舊手機。
   → ______________________________。
3. 陳月美想學做法國蛋糕。
   → ______________________________。
4. 馬安同說這個工作很適合她。
   → ______________________________。
5. 王開文打算請教高美玲在法國工作的事。
   → ______________________________。
6. 法國語言中心主任介紹中心的情形。
   → ______________________________。

IV. Various Meanings of 給 gěi  

Function: The preposition 給 has various meanings depending on contexts. Two are given below, and more will be presented later.

1. 'to', the recipient of the action

   (1) 他給我們建議了台東很多好玩的地方。
   (2) 馬安同昨天給房東打過電話。
   (3) 李明華給他介紹了很多台灣朋友。

2. 'for', the beneficiary of the action

   (1) 我想明天給你過生日。
   (2) 李明華給大家照相。
   (3) 馬安同給同學們準備了西班牙咖啡。

Structures: 給 is a preposition and all the structures to do with prepositions follow, except that when 給 means 'to', it can be placed after the main verb, especially in Taiwan. The same is true of 在 and 到.

1. 他建議了台南很多好玩的地方給我們。
2. 馬安同昨天打過電話給房東。
3. 李明華介紹了很多台灣朋友給他。

Negation: The negation is placed before 給.

1. 我沒打電話給他。
2. 因為她的男朋友不高興，所以不給她打電話了。
3. 媽媽感冒了，所以沒給我們準備早餐。

Questions:

1. 你是不是給他買了吃的東西？
2. 來台灣以後，你給媽媽打過電話沒有？
3. 妳可不可以給我介紹一個打工的機會？

Usage:

1. 給 can be a verb or a preposition (liskewise 在 and 到), e.g. 給 is the verb in 他給我一本書 'He gave me a book'.
2. When it means 'for', 給 can be replaced by 幫 or 替 with the same meaning, e.g., 我給 / 幫 / 替你準備了一本書 'I have prepared a book for you'.

練習 Exercise

In the following sentences, all the people have done something for 田中誠一. Please use the 給 pattern to rewrite these sentences.

1. 李明華介紹女朋友。
   → ____。
2. 陳月美買了一大杯咖啡。
   → ____。
3. 好朋友過生日。
   → ____。
4. 田中誠一的老闆早上六點打了一個電話。
   → ____。
5. 王開文說明那個英文字。
   → ____。
6. 白如玉帶了一些感冒藥。
   → ____。

V. 對 duì… *towards...*



英譯 p.98

Function: The preposition 對 means 'to, towards', introducing the target of the verb. It can combine with either action or state verbs.

1. With action verbs

(1) 陳主任對馬安同說明了辦公室的工作環境。
(2) 李明華對王開文說：「對不起，我不知道你是美國人。」
(3) 他一看見我，就對我笑。

2. With state verbs

(1) 他對台北的交通情形很了解。
(2) 王主任對老師很客氣。
(3) 張先生對這個事很關心。

Structures:



Negation: The negation appears before 對, a preposition.

1. 你別對他說我找工作的事。
2. 馬安同沒對陳月美說「對不起」。
3. 黃主任沒對我說明鐘點費的事。

Questions:

1. 醫生對你說了什麼？
2. 妳是不是對白如玉說了妳要去看電腦展？
3. 你的房東對你好不好？

Usage: All 對, 跟 and 給 refer to the target of verbs, greatly overlapping in meanings. It is important to remember which verbs go with which prepositions.

	說	說明	介紹	笑
跟	✓	✓	✓	
給		✓	✓	
對	✓	✓		✓

1. 「給」：
   (1) 白如玉昨天給美美介紹了一家綠島的旅館。
   (2) 房東早上給陳月美打了電話，告訴她得付房租了。

2. 「跟」：
   (1) 李明華跟田中誠一說明了台灣人吃飯的習慣。
   (2) 高美玲跟老師說明天不能來上課。

3. 「對」：
   (1) 他對我說他沒打過工。
   (2) 我對老闆說明為什麼昨天沒來上班。

練習 Exercise

Rearrange the following sentences and insert 對 where appropriate to make grammatical sentences.

1. 白如玉　別吃冰的、油的東西　醫生　說
   → ______________________________。
2. 笑　一個馬安同　不認識的人　馬安同
   → ______________________________。
3. 教授鐘點費　是多少　說明　馬主任　陳老師
   → ______________________________。
4. 好朋友　「生日快樂！」　馬安同　說
   → ______________________________。
5. 說明　發薪水　月底　才　語言中心主任　高美玲
   → ______________________________。

語法例句英譯
Grammar Examples in English

I. 除了 chúle⋯，還 hái⋯ *in addition to...*

Function:

1. On days off, in addition to playing basketball, Ma Antong also plays soccer often.
2. In addition to beef noodles, xiaolongbao are another tasty Taiwanese delicacy.
3. In addition to taking the MRT, you can also take the bus to get from the school to the train station.

Structures:

Negation:

1. In addition to not liking tea, Bai Ruyu does not like drinking coffee, either.
2. Ma Antong is sick. In addition to not doing the homework, he did not prepare for the exam, either.
3. In addition to dishes that are too spicy, Chen Yuemei does not like disserts that are too sweet, either.

Questions:

1. In addition to the Palace Museum, where else did you go?
2. In addition to beef noodles, shall we also order stinky tofu as well?
3. In addition to mangoes, he also likes watermelon, right?

Usage:

1. In addition to taking medicine, people who are sick should also drink lots of water and rest.
2. In addition to being close to the MRT station, the apartment Yuemei rented is also close to the supermarket.
3. In addition to buying a cake for Ma Antong's birthday, Yijun also ordered pork knuckles with extra fine noodles.

II. 按照 ànzhào⋯ *in accordance with*

Function:

1. According to what the doctor said, you need to take a packet of medicine before going to bed.
2. I plan to visit Hualien on my own and follow the recommendations on the internet.
3. According to Taiwan law, foreign students who have just arrived in Taiwan cannot work.

Structures:

1. According to his travel plan, he should be in France now.
2. You should follow the teacher's suggestion and practice writing Chinese characters.

Negation:

1. Ma Antong did not follow the teacher's advice in preparing for the exam.
2. Tianzhong Chengyi often does not follow his supervisor's instructions when working.
3. Gao Meiling did not return to work as planned and her boss is very unhappy.

Questions:

1. Are you practicing speaking as per the teacher's suggestion?
2. Are you following the instructions from the internet in making the xiaolongbao?
3. Please meet me at the MRT Station according to the arranged time, OK?

III. Various Meaning of the Preposition 跟 gēn

Function:

1. (1) The teacher told the students that there will be an exam tomorrow.
   (2) He just explained (part of) his country's culture to Tianzhong.
   (3) The language center director introduced Gao Meiling to the work environment.

2. (1) Tianzhong Chengyi played soccer with Ma Antong yesterday.
   (2) I came with my friends.
   (3) I'd like to go to Tainan this weekend with my friends.

3. (1) Ma Antong would like to study calligraphy from (with) the teacher Miss Wang.
   (2) He plans to learn how to make bread from the owner of the bakery.
   (3) I would like to buy from my friend his old cell phone.

Structures:

Negation:

1. Please don't tell anyone how much money you and I make.
2. Ma Antong didn't go to the computer exhibition with his Taiwanese friend.
3. Tianzhong Chengyi did not learn Spanish from Teacher Wang. He learned it from Ma Antong.

Questions:

1. Are you learning calligraphy from Professor Li?
2. Have you shown everybody around the office?
3. Are you coming with me when I go hiking next week?

IV. Various Meanings of 給 gěi

Function:

1. (1) He suggested many interesting places in Taitung to us.
   (2) Ma Antong called the landlord yesterday.
   (3) Li Minghua introduced many Taiwanese friends to him.

2. (1) Tomorrow, I'd like to celebrate your birthday for you. (i.e., Tomorrow, I'd like to help you celebrate your birthday.)
   (2) Li Minghua took photos of everybody.
   (3) Ma Antong prepared some Spanish coffee for his classmates.

Structures:

1. He suggested many interesting places in Tainan to us.
2. Ma Antong called his landlord yesterday.
3. Li Minghua introduced many Taiwanese friends to him.

Negation:

1. I didn't call him.
2. Her boyfriend was unhappy, so he didn't call her.
3. Mom has a cold, so she didn't prepare breakfast for us.

Questions:

1. Did you buy something for him to eat?
2. Have you called your mother since you arrived in Taiwan?
3. Can you tell me of any part-time job opportunities?

V. 對 duì⋯ *towards...*

Function:

1. (1) Director Chen explained the office environment here to Ma Antong.
   (2) Li Minghua said to Wang Kaiwen, “Sorry, I didn’t know you were an American.”
   (3) He always smiles at me whenever he sees me.
2. (1) He understands the traffic situation (i.e., what the traffic is like) in Taipei well.
   (2) Director Wang is very courteous to teachers.
   (3) Mr. Zhang concerned about this matter.

Structures:

Negation:

1. Don’t say anything to him about my job search.
2. Ma Antong did not say ‘sorry’ to Chen Yuemei.
3. Director Huang didn’t explain (give any details about) the hourly pay.

Questions:

1. What did the doctor say to you?
2. Did you tell Bai Ruyu that you were going to the computer exhibition?
3. Does your landlord treat you well? (i.e., Is he nice to you?)

Usage:

1. (1) Yesterday, Bai Ruyu told Meimei about a hotel on Green Island.
   (2) The landlord called Chen Yuemei this morning to tell her to pay rent.
2. (1) Li Minghua explained Taiwanese dining customs to Tianzhong Chengyi.
   (2) Gao Meiling mentioned to her teacher that she can’t come to class tomorrow.
3. (1) He told me that he has never worked part-time.
   (2) I explained to my boss why I didn’t come to work yesterday.



I. Filling out a Resume Form

Goal: Learning how to complete a simple resume form.
Task: The teacher explains to the class the items typically found on a Chinese resume form and has the students complete the information in the form below.

履歷表	補充詞 Supplementary Vocabulary
1 姓名：________	姓名 xìngmíng, full name
2 性別：________	性別 xìngbié, gender
3 年齡：________	年齡 niánlíng, age
4 學歷：________	學歷 xuélì, educational background
5 通訊處：________	通訊處 tōngxùnchù, address
6 聯絡電話：________	聯絡電話 liánluò diànhuà, telephone (literally "contact telephone", i.e., "the phone somebody can call to get you")



II. Job Interview

Goal: Expressing clearly what kind of part-time work you are looking for.

Task: If you wanted a part-time job, where would you like to work? What kind of work would you like to do? How much pay would you ask for? Pair up with a classmate and discuss where you would like to do part-time work. Take turns role playing as the interviewer and the interviewee. Use the form below to write down key information, such as job responsibilities and salary. After each interview, the interviewer introduces the interviewee to the class.

Example

A（老闆）：請你介紹一下自己。
B：你好，我叫 XXX，…
A：你有沒有…的經驗？
B：…
A：我們的工作…
B：請問薪水怎麼算？
A：…

應徵者	打工的地方	經驗	打工的工作	薪水怎麼算
XXX	餐廳	有在餐廳打工的經驗	給客人倒茶、倒咖啡	一個小時 XX 塊錢
YYY				

應徵者	打工的地方	經驗	打工的工作	薪水怎麼算

III. I Have Experience in...

Goal: Listing at least two skills or areas of expertise I have.
Task: Use V 過 O and write down any experience you have. Use 除了…還… to report on your experiences.

Example

我除了來過台灣，還去過中國。

學生	除了…	還…
A	去過台東	
B	學中文、學日文	
	會法文、會西班牙文	
	在餐廳工作	

IV. According to the Laws in Your Country, How Old Must You Be Before You Can...?

Goal: Learning how to use the expression "according to..." to talk about principles and standards.

Task: Match the items in Column A with items in Column B, and then use 按照 to form complete sentences.

A	B
• 幾歲可以開車？	• 我們國家的法律
• 幾歲念小學／高中？	• 我們國家的傳統
• 幾點吃早／午／晚飯？	• 我自己的習慣
• 朋友生日，給他什麼？	• 我的計畫
• 你常常喝咖啡？還是喝茶？	• 房東的決定
• 你打不打算上大學？	• 公司的上班時間
• 你喉嚨發炎的時候怎麼辦？	
• 你每個月幾號付房租？	
• 你每天幾點上班？	

文化 Bits of Chinese Culture

Student Employment in Taiwan

Taiwan law permits students 16 years old or over to work for public or private enterprises. However, they are not allowed to work in bars, pubs, discos, or nightclubs. Taiwanese high school and college students are most commonly employed by restaurants, convenience stores, retail outlets, and department stores. Top university students and graduate students often choose to work as tutors for junior and senior high school students or take positions as cram-school instructors.

Students take these jobs for a variety of reasons–to prepare themselves for careers after graduation, earn spending money, meet living expenses, or pay school tuition. They also hope to gain practical experience in "the real world," or pick up skills not taught in school. Still, most parents don't want their kids to become so involved with their jobs that their schoolwork suffers or to be so busy with work that they're late for classes or have no time to study.

Before winter and summer vacations–prime times for students to earn extra cash–the government and schools caution them to be mindful of the types of jobs or work environments they choose, cautioning them not to accept any employment that might be physically or psychologically harmful and to steer clear of businesses involving sex or gambling. Students are also counseled to avoid noisy or polluted workplaces and not to accept nightshifts, motorcycle delivery jobs, or other potentially dangerous types of employment.



▲ Working part-time in a convenience store.



▲ Working part-time in a café.



▲ Working part-time in a gas station.

《聯合報》王慧瑛、黃宣翰／攝影



Self-Assessment Checklist

I can talk about my educational background and work experience.

20% 40% 60% 80% 100%

I can talk about my ideal job, its responsibilities and salary.

20% 40% 60% 80% 100%

I can ask questions related to job responsibilities.

20% 40% 60% 80% 100%

I can list at least two skills or areas of expertise I have.

20% 40% 60% 80% 100%



第五課

吃喜酒

Attending a Wedding Reception

學習目標 Learning Objectives

Topic: 人際關係 Inter-personal Relationships

- Learning to understand Taiwanese wedding traditions.
- Learning to describe the way people dress and appear at a wedding reception.
- Learning to introduce people to others.
- Learning to congratulate newlyweds.



吃喜酒

Attending a Wedding Reception

對話 Dialogue



05-01



明　　華：安同，你們來了。

安　　同：恭喜！恭喜！明華，這是我常跟你說的高美玲。美玲，他就是新娘的哥哥，李明華。

美　　玲：李先生，恭喜你們！謝謝你請我們來參加你妹妹的婚禮。

明　　華：你太客氣了。安同，你今天穿西裝真好看。

安　　同：謝謝，參加婚禮應該要穿得很正式。

美　　玲：客人怎麼都還沒到？

明　　華：現在才六點，婚禮六點半開始，時間還早。

安　　同：明華，手裡拿著照相機的那個人是誰？
明　　華：他是新郎的弟弟。
安　　同：新郎呢？
明　　華：他在門口站著跟客人說話。
安　　同：哪一個？
明　　華：就是穿著白西裝的那個。
安　　同：新郎看起來好帥。
美　　玲：你看，那邊那位穿著紅色禮服，跟客人說話的太太是誰？
明　　華：那是新郎的媽媽。
美　　玲：她看起來好高興啊！怎麼沒看見新娘呢？
明　　華：等一下你們就會看見她了。婚禮要開始了，我帶你們去你們的座位吧！

課文簡體字版 Text in Simplified Characters

明　　华：安同，你们来了。
安　　同：恭喜！恭喜！明华，这是我常跟你说的高美玲。美玲，他就是新娘的哥哥，李明华。
美　　玲：李先生，恭喜你们！谢谢你请我们来参加你妹妹的婚礼。
明　　华：你太客气了。安同，你今天穿西装真好看。
安　　同：谢谢，参加婚礼应该要穿得很正式。
美　　玲：客人怎么都还没到？
明　　华：现在才六点，婚礼六点半开始，时间还早。
安　　同：明华，手里拿着照相机的那个人是谁？
明　　华：他是新郎的弟弟。

安　　同：新郎呢？
明　　华：他在门口站着跟客人说话。
安　　同：哪一个？
明　　华：就是穿着白西装的那个。
安　　同：新郎看起来好帅。
美　　玲：你看，那边那位穿着红色礼服，跟客人说话的太太是谁？
明　　华：那是新郎的妈妈。
美　　玲：她看起来好高兴啊！怎么没看见新娘呢？
明　　华：等一下你们就会看见她了。婚礼要开始了，我带你们去你们的座位吧！

課文英譯 Text in English

Minghua : Antong, you're here!
Antong : Congratulations! Minghua, this is Gao Meiling whom I have mentioned to you a number of times. Meiling, this is the bride's older brother, Li Minghua.
Meiling : Mr. Li, congratulations to all of you! Thank you for inviting us to your sister's wedding.
Minhua : Don't mention it. Antong, you look great in your suit today.
Antong : Thank you. You need to dress formally for weddings.
Meiling : How come none of the (other) guests are here yet?
Minghua : It's only 6:00 and the wedding doesn't start until 6:30. It's still early.
Antongv : Minghua, who is that person holding the camera?
Minghua : That is the bridegroom's younger brother.
Antong : And the groom?
Minghua : He is at the entrance talking with guests.
Antong : Which one is he?
Minghua : The one in the white suit.
Antong : The groom looks handsome.

Meiling : Look. Who is that lady in the red gown talking with the guests?
Minghua : That's the groom's mom.
Meiling : She looks so happy. How come I haven't seen the bride?
Minghua : You will see her in a moment. The wedding is about to start. Let me take you to your seats.

生詞一 Vocabulary I

 05-02

Vocabulary

1	喜酒	xǐjiǔ	ㄒㄧˇ ㄐㄧㄡˇ	(N)	wedding banquet, wedding reception
2	恭喜	gōngxǐ	ㄍㄨㄥ ㄒㄧˇ	(V)	to congratulate
3	新娘	xīnniáng	ㄒㄧㄣ ㄋㄧㄤˊ	(N)	bride
4	參加	cānjiā	ㄘㄢ ㄐㄧㄚ	(V)	to attend
5	婚禮	hūnlǐ	ㄏㄨㄣ ㄌㄧˇ	(N)	wedding ceremony
6	西裝	xīzhuāng	ㄒㄧ ㄓㄨㄤ	(N)	a (western) suit
7	正式	zhèngshì	ㄓㄥˋ ㄕˋ	(Vs)	formal
8	客人	kèrén	ㄎㄜˋ ㄖㄣˊ	(N)	guest
9	手	shǒu	ㄕㄡˇ	(N)	hand
10	照相機	zhàoxiàngjī	ㄓㄠˋ ㄒㄧㄤˋ ㄐㄧ	(N)	camera
11	新郎	xīnláng	ㄒㄧㄣ ㄌㄤˊ	(N)	bridegroom
12	站	zhàn	ㄓㄢˋ	(Vi)	to stand
13	白	bái	ㄅㄞˊ	(Vs)	white
14	帥	shuài	ㄕㄨㄞˋ	(Vs)	handsome, good looking (of men)
15	禮服	lǐfú	ㄌㄧˇ ㄈㄨˊ	(N)	formal attire
16	座位	zuòwèi	ㄗㄨㄛˋ ㄨㄟˋ	(N)	seat

Phrases

17	看起來	kàn qǐlái	ㄎㄢˋ ㄑㄧˇ ㄌㄞˊ		to look, it appears to me...

短文 Reading

 05-03



李明華請安同和美玲去參加他妹妹的婚禮，這是安同他們第一次去吃喜酒。李明華告訴他們，在台灣，要結婚的人大部分都會找一個好日子，請親戚、朋友一起吃飯，熱熱鬧鬧地慶祝這件喜事。

請客的那天，新郎、新娘，還有來吃喜酒的客人都穿得漂漂亮亮的。來參加的客人都會準備一個紅包送新人。等客人都到了，喜宴就開始了。大家吃了一會兒，有的人忙著到處敬酒，有的人忙著跟朋友聊天，大人有說有笑，小孩有吃有喝，熱鬧得不得了。大家吃著吃著，新郎、新娘和他們的父母就來敬酒了。客人也會祝新人百年好合、早生貴子。

等喜酒吃得差不多了，新娘會換另外一件漂亮的禮服，跟新郎拿著糖在門口送客人離開。這個時候很多人會跟新人一起照相，再多說幾句祝福的話。等客人都回去了，喜宴就結束了。

課文簡體字版 Text in Simplified Characters

李明华请安同和美玲去参加他妹妹的婚礼，这是安同他们第一次去吃喜酒。李明华告诉他们，在台湾，要结婚的人大部分都会找一个好日子，请亲戚、朋友一起吃饭，热热闹闹地庆祝这件喜事。

请客的那天，新郎、新娘，还有来吃喜酒的客人都穿得漂漂亮亮的。来参加的客人都会准备一个红包送新人。等客人都到了，喜宴就开始了。大家吃了一会儿，有的人忙着到处敬酒，有的人忙着跟朋友聊天，大人有说有笑，小孩有吃有喝，热闹得不得了。大家吃着吃着，新郎、新娘和他们的父母就来敬酒了。客人也会祝新人百年好合、早生贵子。

等喜酒吃得差不多了，新娘会换另外一件漂亮的礼服，跟新郎拿着糖在门口送客人离开。这个时候很多人会跟新人一起照相，再多说几句祝福的话。等客人都回去了，喜宴就结束了。

課文英譯 Text in English

Li Minghua invited Antong and Meiling to his sister's wedding. This is the first time Antong and Meiling have attended a Chinese wedding banquet. Li Minghua told them that most couples in Taiwan pick an auspicious day for their wedding and invite family and friends to a meal to celebrate the happy occasion.

On that day, the bridegroom, the bride, and the guests that come for the reception all dress up nicely. Guests (who come) prepare a red envelope for the newlyweds. After all the guests have arrived, the banquet begins. After everyone has eaten for a while, some people busy themselves going around toasting others, while some busy themselves chatting with friends. Adults chat and laugh, while children eat and drink. It is all very lively. While guests are eating, the bridegroom, the bride, and their parents come to make a toast. Guests congratulate the newlyweds by wishing them a long, happy life together as well as the prompt birth of a child.

When the reception is just about over, the bride changes into another beautiful gown and stands at the doorway holding candy to see the guests off at the entrance. At this time, many of them take pictures with the couple and offer them more words of blessing. When all the guests are gone, the wedding reception comes to an end.

生詞二 Vocabulary II


05-04

Vocabulary

1	結婚	jiéhūn	ㄐㄧㄝˊ ㄏㄨㄣ	(Vp-sep)	to get married to
2	日子	rìzi	ㄖˋ ㄗ˙	(N)	day
3	親戚	qīnqī	ㄑㄧㄣ ㄑㄧ	(N)	relatives
4	熱鬧	rènào	ㄖㄜˋ ㄋㄠˋ	(Vs)	to be boisterous, lively

5	慶祝	qìngzhù	ㄑㄧㄥˋ ㄓㄨˋ	(V)	to celebrate
6	件	jiàn	ㄐㄧㄢˋ	(M)	measure word for clothing
7	喜事	xǐshì	ㄒㄧˇ ㄕˋ	(N)	an auspicious occasion, such as a wedding
8	請客	qǐngkè	ㄑㄧㄥˇ ㄎㄜˋ	(V-sep)	to host a banquet, treat somebody to a meal
9	紅包	hóngbāo	ㄏㄨㄥˊ ㄅㄠ	(N)	red envelope with cash gift
10	送	sòng	ㄙㄨㄥˋ	(V)	to give a gift, to send off, to see off
11	新人	xīnrén	ㄒㄧㄣ ㄖㄣˊ	(N)	newlyweds (used only at a wedding)
12	喜宴	xǐyàn	ㄒㄧˇ ㄧㄢˋ	(N)	wedding banquet, wedding reception
13	敬酒	jìngjiǔ	ㄐㄧㄥˋ ㄐㄧㄡˇ	(V-sep)	to make a toast (alcoholic drinks)
14	大人	dàrén	ㄉㄚˋ ㄖㄣˊ	(N)	adult
15	小孩	xiǎohái	ㄒㄧㄠˇ ㄏㄞˊ	(N)	child, children
16	不得了	bùdéliǎo	ㄅㄨˋ ㄉㄜˊ ㄌㄧㄠˇ	(Vs)	very; extremely; indicates severity
17	另外	lìngwài	ㄌㄧㄥˋ ㄨㄞˋ	(Det)	another
18	糖	táng	ㄊㄤˊ	(N)	candies
19	離開	líkāi	ㄌㄧˊ ㄎㄞ	(Vp)	to depart, to leave
20	句	jù	ㄐㄩˋ	(M)	measure word for utterances
21	祝福	zhùfú	ㄓㄨˋ ㄈㄨˊ	(V)	to give blessings to
22	話	huà	ㄏㄨㄚˋ	(N)	utterance, word

Phrases

23	一會兒	yìhuǐr	ㄧˋ ㄏㄨㄟˇ ㄦ		in a moment
24	有說有笑	yǒushuō yǒuxiào	ㄧㄡˇ ㄕㄨㄛ ㄧㄡˇ ㄒㄧㄠˋ		laughing and joking
25	有吃有喝	yǒuchī yǒuhē	ㄧㄡˇ ㄔ ㄧㄡˇ ㄏㄜ		an availability of food and drink

26	百年好合	bǎinián hǎohé	ㄅㄞˇ ㄋㄧㄢˊ ㄏㄠˇ ㄏㄜˊ	century-long matrimony, i.e., to have a long happy marriage
27	早生貴子	zǎoshēng guìzǐ	ㄗㄠˇ ㄕㄥ ㄍㄨㄟˋ ㄗˇ	May you soon bear a child! (a traditional exhortation given to newly-weds)

文法 Grammar

I. 還 hái *still*  05-05


英譯 p.121

Function: The adverb 還 indicates that a situation in question remains unchanged or in a certain state, 'still'.

1. 現在時間還早，學生都沒到。
2. 來的客人還太少，喜宴還不能開始。
3. 現在天氣還太冷，不可以去游泳。

Structures: When there is more than one adverb in a sentence, 還 occurs before other adverbs (except 也), including negation.

Negation:

1. 我的錢還不夠，不能付學費。
2. 現在天氣還不熱，我們去東部旅行吧！
3. 他剛回國，找工作還不順利。

Questions: Whenever an adverb is used in a sentence, the 是不是 question structure is used in front of it.

1. 你的錢是不是還不夠租套房？
2. 你喝得這麼慢，牛肉湯還很熱嗎？
3. 十二點的飛機，現在六點，去機場是不是還太早？

Usage: The adverb 還 has a variety of meanings and English translations depending on context, including,

1. 'still, yet', usually with state verbs

(1) 我們還沒決定。你有什麼建議？ (Vol. 1, L9)
(2) 可是我說話，還說得不夠流利。 (Vol. 2, L3)
(3) 菜還很多，你要多吃一點。
(4) 這個工作的薪水還不夠付小孩的學費，他得再找另外一個工作。

2. 'additionally', usually with action verbs

(1) 昨天晚上肚子很不舒服，還吐了好幾次。(Vol. 1, L15)
(2) 下了課要寫作業，還要準備第二天的課。(Vol. 2, L3)

練習 Exercise

Complete the dialogues using 還.

1. A：我們出去吃飯吧！
   B：現在才十點半，________________，我們十一點去吧。
2. 媽媽：小明，我怎麼說他都不聽。
   爸爸：____________________，等他大了，就好了。
3. A：三十年以前，會說英文很容易找工作。
   B：那是因為以前____________________，
   現在會說英文的人太多了。
4. A：你怎麼還沒買書？
   B：我的錢____________________，不能買。
5. A：只來了五個人嗎？我們要不要先開始？
   B：現在人____________________，我們再等等吧！

II. Manner of an Action with V 著 zhe


05-06


英譯 p.121

Function: The pattern V-著 before the main verb, usually action, indicates the manner in which an action is carried out. It can be best understood as "to do B while doing A".

1. 他笑著跟客人說話。
2. 站著吃飯不好吧！
3. 那裡的路很複雜，你還是帶著地圖去吧！

Structures: All the verbs before 著 are usually action verbs, whether transitive or intransitive.

Negation:

1. 李老師不是站著上課，他坐著上課。
2. 爸爸說別看著電視吃飯。
3. 你站了多久了？怎麼不坐著等他？

Questions:

1. 安同是不是聽著音樂騎機車？
2. 他是不是帶著兩個大背包去旅行？
3. 他是不是拿著雨傘下樓了？

Usage:

1. This construction is different from the '一邊⋯，一邊⋯' construction which gives two simultaneous actions. Compare the following examples. 一邊⋯，一邊 is used much more frequently, especially in Taiwan.

(1) a. 我常看著電視吃飯。
b. 我常一邊看電視，一邊吃飯。

(2) a. 你不要聽著音樂做功課。
b. 你不要一邊聽音樂，一邊做功課。

Not every verb can be used in both constructions. For example:

a. 麵店沒有座位了，我們得站著吃麵。

b. *麵店沒有座位了，我們得一邊站，一邊吃麵。

2. Usually the V in the V-著 pattern is an action verb. However, some transitory state verbs can fall in this slot too, e.g., *máng* 'busy' (忙著), and *jí* 'hurry' (急著), as shown below. Very few state verbs are transitory or temporary in nature.

(1) 他忙著找工作。

(2) 陳小姐急著準備找工作的履歷表。

(3) 媽媽忙著給大家做飯。

練習 Exercise

Refer to the pictures below and fill in the blanks with the appropriate actions.

1. 教室裡，
老師＿＿＿＿＿＿＿，
學生＿＿＿＿＿＿＿。

2. 這幾位小姐，
＿＿＿＿＿＿＿
＿＿＿＿＿＿＿。

3. 這位先生
＿＿＿＿＿＿＿
＿＿＿＿＿＿＿。（打）

4. 這位小姐
＿＿＿＿＿＿＿＿＿＿＿＿。

5. 這兩個人
＿＿＿＿＿＿＿＿＿＿＿＿。

III. Multiple Verb Phrases in a Sentence


05-07


英譯 p.122

Function: If there are more than one verb phrase in a sentence, the order of the verb phrases reflects the temporal order in which the actions take place.

1. 我帶你們去你們的座位吧！
2. 安同送美玲回宿舍。
3. 我跟弟弟去機場接朋友。

Structures: The meaning of the sentence changes as the order of the verb phrases changes. Compare the following sentences. However, only a handful of verbs can do this.

1. (1) 我們送朋友去機場。
   (2) 我們去機場送朋友。
2. (1) 他們坐巴士到台北。
   (2) 他們到台北坐巴士。
3. (1) 明華送爸爸去高鐵站。
   (2) 明華去高鐵站送爸爸。

Negation: The negation occurs before the first verb.

1. 我還有事，我不送她回家了。
2. 他沒送我去郵局，我是自己去的。
3. 我是大人了，你別送我去學校了！

Questions: The A-not-A pattern applies only to the first verb. 是不是 pattern can also be used.

1. 你要不要坐火車到台東，再搭船到綠島？
2. 你是不是搭捷運去貓空喝茶？
3. 王老師明天帶不帶我們去看電腦展？

練習 Exercise

Complete the following dialogues using the pattern 送⋯VP2⋯(VP3).

1. A：時間不早了，我應該走了。
   B：外面下雨，我________________！
2. A：我要去機場，可是我的東西太多了。
   B：明華有車，他可以________________。
3. 小美的父母覺得在美國念書比在台灣好，所以打算________________。
4. A：中午我要去銀行。
   B：你一個人拿那麼多錢不太好，我________________。
5. A：這裡離市區很遠，交通真不方便。
   B：明天你可以請張先生________________。

IV. When A comes, then B... with 等 děng⋯就 jiù⋯


05-08



Function: This pattern indicates that when A is done, B follows.

1. 等客人都回去了，喜宴就結束了。
2. 等夏天到了，去海邊的人就多了。
3. 等你準備找工作的時候，我就會給你一些建議。

Structures:



Negation: Basically this pattern results in sentential conjunction. In conjunction, either sentence can be in the negative. However, there's a special negative pattern with 不等, e.g.,

1. 不等足球比賽結束，加油的學生就走了。
2. 看到桌上有吃的、有喝的，不等明華回來，大家就先吃了。
3. 他常常練習沒學過的字，所以不等老師教他，他就都會了。

Questions:

1. 是不是等我結婚的時候，你就會來參加我的婚禮？
2. 等早上九點以後，交通是不是就會比較好？
3. 是不是等美美從東部旅行回來，我們就請她介紹介紹那裡的風景？

Usage: In the second clause expressing Event 2, there is often an adverb, either 再, or 才, or 就. The choice of the adverb depends on the context and meaning intended. Examples follow.

1. 等他來了，我再離開。（再：next in sequence）
2. 等他來了，我才離開。（才：condition）
3. 等他來了，我就離開。（就：immediately following）

練習 Exercise

Rearrange the following sentences to make grammatical sentences that make sense.

1. 鐘點費　等你　高一點　有經驗　就會

   ______________________________。

2. 新的漢字　考了聽寫　就學　我們　等

   ______________________________。

3. 睡覺　早一點　等你　吃了藥　就

   ______________________________。

4. 右轉　紅綠燈　等　再　第二個　到了

   ______________________________。

5. 等　發　月底　薪水　才

   ______________________________。

V. While doing A, B happens with V 著 zhe V 著 zhe，就 jiù⋯了 le

05-09

英譯 p.123

Function: This pattern refers to the meaning 'just as A is going on, B happens'.

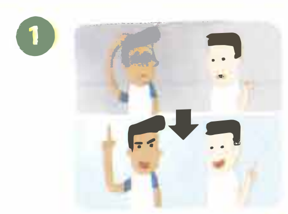
1. 大家吃著吃著，新郎、新娘和他們的父母就來敬酒了。
2. 我們等著等著，喜宴就開始了。
3. 我小時候每天看媽媽做飯，看著看著，就會了。

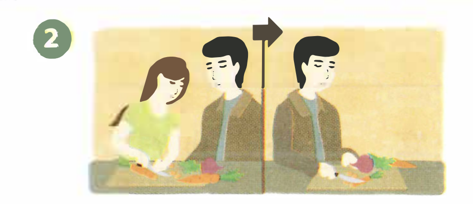
Structures: If the verb is transitive, its object must not be placed after the verb. It must be moved to the front to become a topic or is omitted if its referent is clear from the context.

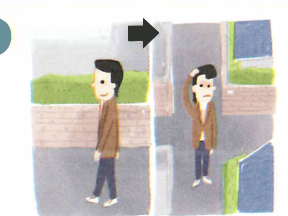
1. 這個歌，我聽著聽著，就會唱了。
2. 電視在介紹日本的風景，她看著看著，就想家了。
3. 安同在捷運上看書，看著看著，就忘了換車了。

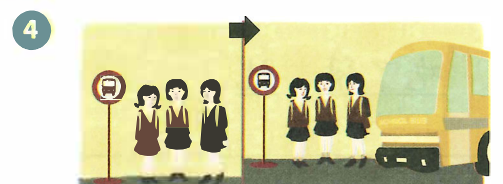
練習 Exercise

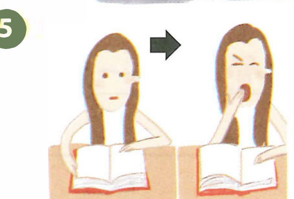
Describe the changes that take place between the pictures using the pattern 'V 著 V 著，就⋯了'.

1 

2 

3 

4 

5 

1. 安同以前不會說中文，現在他____________________。
2. 我覺得做飯不太難，我常常看朋友做飯，我____________________。
3. 田中剛到台灣，他在學校附近____________________。
4. 學生在車站說話，____________________。
5. 如玉在____________________。

語法例句英譯 Grammar Examples in English

I. 還 hái *still*

Function:

1. It's still too early. The students haven't arrived.
2. A lot of our guests are not here yet. The wedding reception can't start yet.
3. It's still too cold yet for swimming.

Structures:

Negation:

1. I still don't have enough money. I can't pay tuition.
2. It's not too hot (there) yet. Let's take a trip to the east. (i.e., eastern Taiwan)
3. He just returned from overseas. His job situation still isn't going smoothly.

Questions:

1. Do you not have enough money to rent a flat?
2. You are eating that bowl of beef soup rather slowly. Is it still hot?
3. The flight is at 12:00. It's now six. Isn't it too early to go to the airport?

Usage:

1. (1) We haven't made the decision yet. Do you have any suggestions?
   (2) However, when I speak, I still can't speak fluently.
   (3) There's still plenty of food. Have some more.
   (4) The pay for this job is not enough to cover his child's school fees. He has to find another job.
2. (1) Last night, my stomach didn't feel well. I even threw up several times.
   (2) After class, homework has to be done and class for the following day prepared for. (Or after class, I/we/you have to do homework and prepare for class the next day.)

II. Manner of an Action with V 著 zhe

Function:

1. He is speaking to the guests with a smile on his face.
2. It's not good to stand while you eat.
3. The roads there are complex. You should probably bring a map.

Structures:

Negation:

1. Teacher Li doesn't stand when he teaches; he sits.
2. Dad says you shouldn't watch TV while you eat.
3. How long have you been standing? How come you don't sit while you wait for him?

Questions:

1. Is Antong listening to music while riding his motorcycle?
2. Is he taking two big backpacks with him to travel?
3. Was he holding an umbrella when he went downstairs?

Usage:

1. (1) a. I often watch TV while eating.
   b. I often watch TV and eat at the same time.
   (2) a. Don't listen to music while doing your homework.
   b. Don't listen to music and do your homework at the same time.

   a. There are no seats available at the noodle stand. We have to stand while we eat.

2. (1) He is busy looking for work.
   (2) Miss Chen is anxious to prepare her resume to look for work.
   (3) Mom is busy cooking for everyone.

III. Multiple Verb Phrases in a Sentence

Function:

1. Let me take you to your seats.
2. Antong escorted Meiling to back to her dorm.
3. My brother and I went to the airport to pick up a friend.

Structures:

1. (1) We took our friends to the airport.
   (2) We went to the airport to see our friends off.
2. (1) They took a bus to Taipei.
   (2) They went to Taipei to catch the bus.
3. (1) Minghua took his father to the HSR Station.
   (2) Minghua went to the HSR Station to see his father off.

Negation:

1. I still have something to do, so I won't be taking her back (to her) home.
2. He didn't take me to the post office. I went there by myself.
3. I'm all grown up already; you don't need to take me to school anymore!

Questions:

1. Do you want to take the train to Taidong, and then take a boat to Green Island?
2. Are you taking the MRT to Maokong where you're going to have tea?
3. Will Teacher Wang take us to see the computer exhibition tomorrow?

IV. When A comes, then B... with 等 děng⋯ 就 jiù⋯

Function:

1. When all the guests go home, the wedding reception is over.
2. When summer arrives, many people will go to the seaside.
3. Once you are ready to look for a job I will give you some suggestions.

Structures:

Negation:

1. The students rooting for the team left without waiting for the soccer match to finish.
2. Food, drinks, everything is already on the table. Let's start eating without Minghua.
3. He often learns characters they've not studied so he knows them before his teacher teaches them in class.

Questions:

1. Will you come to my wedding ceremony when I get married?

2. If you wait until after 9:00 in the morning, is the traffic better? (i.e., Is the traffic better after 9 o'clock in the morning?)
3. When Meimei returns from the east coast, (i.e., eastern Taiwan) let's have her tell us all about the scenery there.

Usage:

1. Wait until he gets here. Then I'll leave.
2. I won't leave until he gets here.
3. I'll leave once he gets here.

V. While doing A, B happens with V 著 zhe V 著 zhe，就 jiù⋯了 le

Function:

1. Just as everybody was eating, the bride, the bridegroom, and their parents came over and offered a toast.
2. As we were waiting, the reception started.
3. When I was young, I watched my mother cook every day and by watching, I was able to do it.

Structures:

1. By listening to the song, I could sing it.
2. While watching a program about the beauty of Japan on TV, she started to miss home.
3. Antong was reading on the MRT and got so lost in his book that he forgot to change trains.



I. Describing Others

Goal: Describing the way somebody dresses and behaves.

Task: Referring to the questions and picture below, use the V 著 pattern to describe what the people are wearing and what they are doing. Be as detailed as possible in your descriptions. The person who gives the most detailed description will receive one point from the teacher.

Example

A：你覺得誰快結婚了？

B：我覺得穿著紅色衣服，喝著咖啡跟朋友說話的那個小姐快結婚了吧！



問題：

1. 你覺得誰是學生？
2. 你覺得誰還沒吃飯？
3. 你覺得誰喜歡喝茶？
4. 你覺得誰的先生很有錢？
5. 你覺得誰是大學老師？
6. 你覺得誰會說西班牙文？
7. 你覺得誰很能喝酒？
8. 你覺得誰喜歡認識新朋友？
9. 你覺得誰很會說話？

II. Introducing a Friend

Goal: Learning to introduce two of your friends to each other.
Task: Form groups of three and take turns introducing the other two people to each other. Your introduction should include their names, their relationship to you as well as, their jobs and interests.



Example

介紹的人說：
這位是王小美，是我的大學同學。現在是XX語言中心的主任。
這是林大同，是我姐姐的朋友。現在在XX公司工作。

III. Welcomes and Praise

Goal: Learning to express and respond to welcomes and praise.
Task: Pair up with a classmate. Take turns welcoming or praising the other based on the scenarios provided below. One person is to express welcome or praise, while the other gives a proper response.

Example

A：歡迎妳來參加我的婚禮。
B：謝謝你請我來參加，
　　恭喜你。
A：謝謝妳。



情況 (situation)

1. A 穿了新衣服
2. A 做的蛋糕請 B 吃
3. A 換了新的背包
4. A 買了新手機

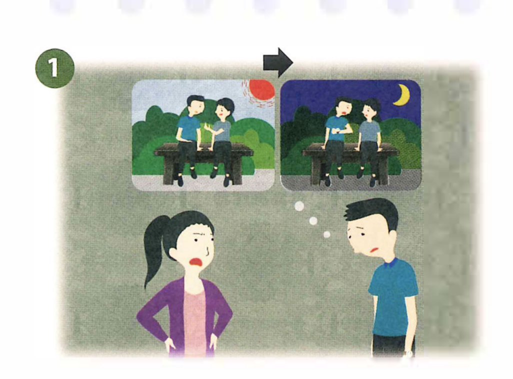
IV. Describing an Event

Goal: Learning to describe an event that takes place naturally.
Task: Pair up with a classmate. Look at the pictures below and take turns using the "V 著 V 著，就…" pattern to describe what is happening.



Example

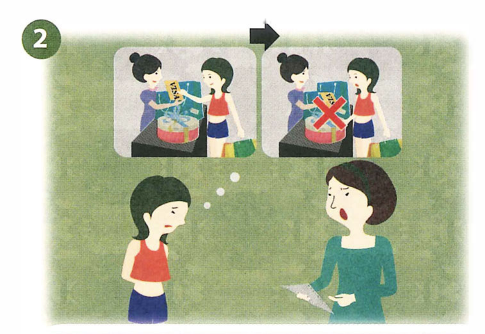
（打電話）
女：你怎麼還在家裡？
　　我們約了 6:30 見面啊！
男：對不起，我在看電視，看著看
　　著，就忘了時間。





A：你怎麼這麼晚回來？
B：我在路上看到老朋友，我們

______________________。



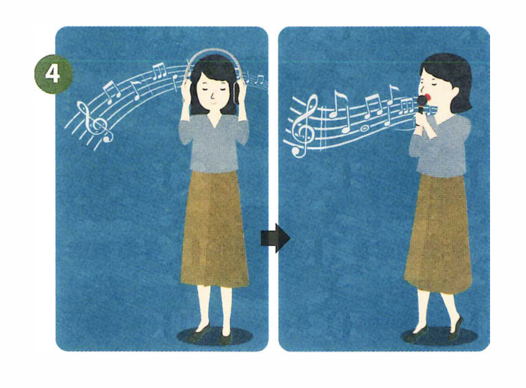
A：這個月妳怎麼花了那麼多錢？
B：我看到好多想買的東西，

______________________。



A：妳怎麼遲到了？
B：我在公車站一邊等車，一邊玩手機，

______________________。



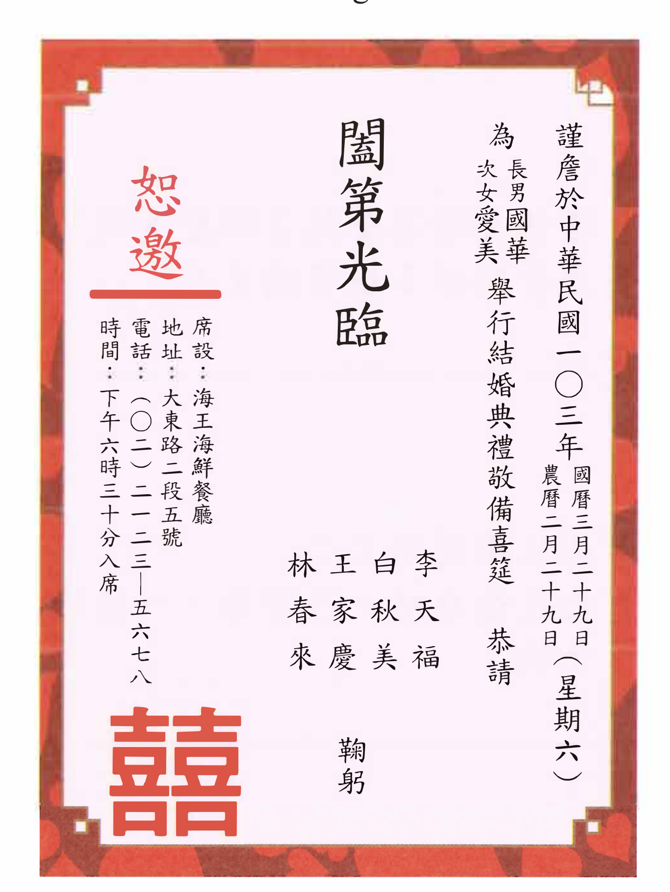
A：這個歌我本來不會唱，可是常聽，

______________________。

V. Reading Wedding Invitations

Goal: Learn how to read a wedding invitation.

Task: Pair up with a classmate and ask each other about the information on the wedding invitation.



1. 新郎、新娘叫什麼名字？
2. 新郎姓什麼？新娘姓什麼？
3. 喜酒是哪一天？
4. 去吃喜酒的客人應該幾點到？

文化 Bits of Chinese Culture

The "Red Bomb" – Taiwan's Custom of Giving Practical Gifts



▲ Wedding receptionists receive guests' red envelopes.



▲ Red envelopes filled with cash.

Gifting newlyweds with a cash-stuffed red envelope is a Taiwanese tradition. Red represents the color of joy and money is a practical gift. The closer your relationship with the bride and/or groom, the more you're expected to give–if several good friends happen to get married at about the same time, it'll cost you a bundle. So whenever people receive wedding invitations–which are sent out in red envelopes–they like to joke that a "red bomb" has been dropped on them.

There are guidelines for knowing how much to put in a red envelope. The amount given should be an even number–2, 6, or 10, say–but avoid any sum ending in 4 which is an unlucky number, because it sounds like the Chinese word "death". For people who are more fastidious about observing taboos, an amount ending in 8 should also be avoided, because the original meaning of the Chinese character "eight" (八) is "split"–it's tantamount to telling the young couple their marriage won't last. In addition to paying attention to these social taboos, it's customary to congratulate the newlyweds in writing on the outside of the envelope, wishing them a long and happy life together.

Foreigners feel that carefully selecting an appropriate gift for newlyweds is the best way to express their wedding wishes. But no matter how painstakingly a gift is chosen, there's no guarantee it's what the young couple really needs or wants. Rather than wasting time shopping for something they might never use or have to exchange, wouldn't it be better to give them cash? That way, they can get off to a good start on their married life by purchasing things they really need.



Self-Assessment Checklist

I am more familiar with Taiwanese wedding traditions.

20% 40% 60% 80% 100%

I can describe the way people dress and appear at a wedding reception.

20% 40% 60% 80% 100%

I can introduce people to others.

20% 40% 60% 80% 100%

I can congratulate newlyweds.

20% 40% 60% 80% 100%



第六課

我打算搬到學校附近

I Plan to Move Closer to School

學習目標 Learning Objectives

Topic: 搬家 Moving Home

- Learning to talk about living environments.
- Learning to talk about and negotiate rent.
- Learning to describe moving objects.
- Learning to ask and answer hypothetical questions.



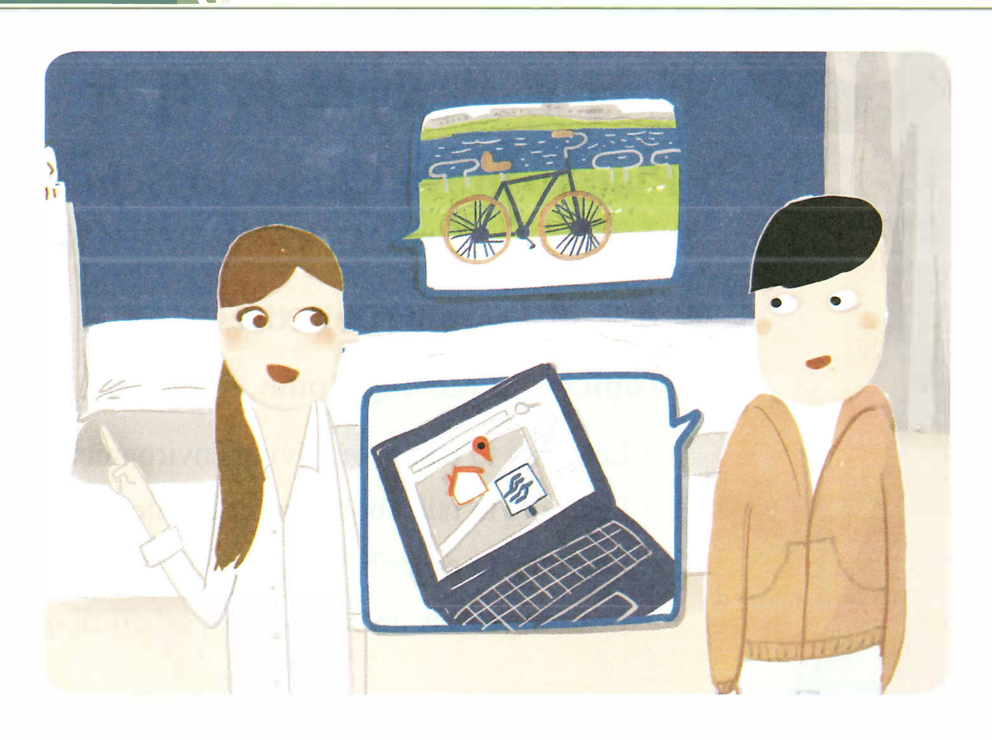
我打算搬到學校附近

I Plan to Move Closer to School

對話 Dialogue



06-01



美　　玲：你在做什麼？要不要到河邊的公園去騎騎腳踏車？

東　　健：我正在網站上找租房子的資料。

美　　玲：我聽說你打算搬家？

東　　健：是啊，我想搬到離學校近一點的地方。

美　　玲：可是我記得你三個月以前才搬到這裡的。

東　　健：對，我的合約還沒到期。還好我有一個同學喜歡這個環境，他可以搬到這裡來住。

美　　玲：你想找什麼樣的房子？

東　　健：我先找捷運站附近的房子。還有，環境好、光線好也很重要。

美　　玲：捷運站附近的房子比較貴吧？

東　　健：如果太貴，我再找別的地方。捷運站那麼多，我想應該有合適的。

美　　玲：如果你搬家了，我就少了一個朋友跟我練習中文。好可惜！

東　　健：我會常來啊。我不會把東西都搬到新家，有一些東西，我會送給朋友或是先放在這裡。

美　　玲：那麼，你要付兩邊的房租啊？

東　　健：這裡的房租當然是我同學付，他還願意開車幫我搬家。

美　　玲：你同學真好！

東　　健：是啊！他是我在台灣最好的朋友。妳再等我一下，我把資料存在隨身碟裡。

美　　玲：慢慢來，不急！等一會兒我們再去騎腳踏車。

課文簡體字版 Text in Simplified Characters

美　　玲：你在做什么？要不要到河边的公园去骑骑脚踏车？

东　　健：我正在网站上找租房子的资料。

美　　玲：我听说你打算搬家？

东　　健：是啊，我想搬到离学校近一点的地方。

美　　玲：可是我记得你三个月以前才搬到这里的。

东　　健：对，我的合约还没到期。还好我有一个同学喜欢这个环境，他可以搬到这里来住。

美　　玲：你想找什么样的房子？

东　　健：我先找捷运站附近的房子。还有，环境好、光线好也很重要。
美　　玲：捷运站附近的房子比较贵吧？
东　　健：如果太贵，我再找别的地方。捷运站那么多，我想应该有合适的。
美　　玲：如果你搬家了，我就少了一个朋友跟我练习中文。好可惜！
东　　健：我会常来啊。我不会把东西都搬到新家，有一些东西，我会送给朋友或是先放在这里。
美　　玲：那么，你要付两边的房租啊？
东　　健：这里的房租当然是我同学付，他还愿意开车帮我搬家。
美　　玲：你同学真好！
东　　健：是啊！他是我在台湾最好的朋友。妳再等我一下，我把资料存在随身碟里。
美　　玲：慢慢来，不急！等一会儿我们再去骑脚踏车。

課文英譯 Text in English

Meiling : What are you up to? Would you like to go cycling in Riverside Park?
Dongjian : I am online looking for information on renting houses.
Meiling : I heard you are planning to move.
Dongjian : Yes. I want to move to some place closer to school.
Meiling : But I recall that you moved here just three months ago.
Dongjian : Right, my contract is not up yet. It's a good thing I have a classmate who likes this area and is able to move in.
Meiling : What kind of house (or apartment) are you looking for?
Dongjian : First, I'm looking for a place close to the MRT. Moreover, a nice neighborhood and good lighting are also important.
Meiling : Aren't apartments near the MRT more expensive?
Dongjian : If it is too expensive I'll look elsewhere. There are plenty of MRT stations, so there should be a suitable place.
Meiling : If you move, I will have one less friend to practice Chinese with. That's too bad.
Dongjian : I will come often. I won't be moving everything to the new place. I will give some things to my friend or just store them here for now.

Meiling : So, you're going to pay rent for both places?
Dongjian : My classmate would obviously pay for the rent here. He's even willing to use his car to help me move.
Meiling : He's so nice!
Dongjian : Yeah! He is my best friend in Taiwan. Give me another minute. I need to save the information on my flash drive.
Meiling : Take your time. No rush. We'll go cycling a bit later.

生詞一 Vocabulary I



06-02

People in the Dialogue

1	李東健	Lǐ Dōngjiàn	ㄌㄧˇ ㄉㄨㄥ ㄐㄧㄢˋ		Li Dongjian, a man from Seoul

Vocabulary

2	搬	bān	ㄅㄢ	(V)	to move to
3	河邊	hé biān	ㄏㄜˊ ㄅㄧㄢ	(N)	riverside
4	公園	gōngyuán	ㄍㄨㄥ ㄩㄢˊ	(N)	park
5	腳踏車	jiǎotàchē	ㄐㄧㄠˇ ㄊㄚˋ ㄔㄜ	(N)	bicycle
6	正在	zhèngzài	ㄓㄥˋ ㄗㄞˋ	(Adv)	right in the middle of, currently engaged in
7	網站	wǎngzhàn	ㄨㄤˇ ㄓㄢˋ	(N)	website
8	資料	zīliào	ㄗ ㄌㄧㄠˋ	(N)	information
9	搬家	bān jiā	ㄅㄢ ㄐㄧㄚ	(V-sep)	to move (home)
10	近	jìn	ㄐㄧㄣˋ	(Vs)	near, close by
11	合約	héyuē	ㄏㄜˊ ㄩㄝ	(N)	contract, agreement
12	到期	dàoqí	ㄉㄠˋ ㄑㄧˊ	(Vp)	to expire
13	還好	háihǎo	ㄏㄞˊ ㄏㄠˇ	(Adv)	fortunately
14	光線	guāngxiàn	ㄍㄨㄤ ㄒㄧㄢˋ	(N)	natural lighting

15	重要	zhòngyào	ㄓㄨㄥˋ ㄧㄠˋ	(Vs)	important
16	如果	rúguǒ	ㄖㄨˊ ㄍㄨㄛˇ	(Conj)	if
17	別的	biéde	ㄅㄧㄝˊ ˙ㄉㄜ	(Det)	other
18	合適	héshì	ㄏㄜˊ ㄕˋ	(Vs)	suitable
19	少	shǎo	ㄕㄠˇ	(Vpt)	to lack
20	可惜	kěxí	ㄎㄜˇ ㄒㄧˊ	(Vs)	to be a shame, a pity
21	放	fàng	ㄈㄤˋ	(V)	to store, to leave at a place
22	兩邊	liǎngbiān	ㄌㄧㄤˇ ㄅㄧㄢ	(N)	both places
23	願意	yuànyì	ㄩㄢˋ ㄧˋ	(Vaux)	to be willing to
24	開	kāi	ㄎㄞ	(V)	to drive
25	存	cún	ㄘㄨㄣˊ	(V)	to save
26	隨身碟	suíshēndié	ㄙㄨㄟˊ ㄕㄣ ㄉㄧㄝˊ	(N)	flash drive

Phrases

27	什麼樣	shénmeyàng	ㄕㄣˊ ˙ㄇㄜ ㄧㄤˋ	what kind of
28	慢慢來	mànmàn lái	ㄇㄢˋ ㄇㄢˋ ㄌㄞˊ	take your time
29	不急	bùjí	ㄅㄨˋ ㄐㄧˊ	don't rush, no hurry

短文 Reading

 06-03

李東健租的房子離師大相當遠，每天騎自行車到學校都得花一個小時左右，他覺得很不方便，所以他最近計畫找房子搬家。這一天，他在網站上看了很多租房子的資料。



李東健最想在捷運站附近租

一間套房，有床、桌子和椅子這些家具，而且房間的光線要好，環境也不要太吵。可是台灣朋友都說，這種套房房租會比較貴，李東健覺得台北的生活費比首爾低，如果多花一點時間找，一定能找到便宜而且合適的。

李東健想，如果他搬到學校附近住，除了留在圖書館的時間能長一點，可以念書、寫作業、跟同學討論功課，還可以參加一些學校的社團活動。不過他的好朋友高美玲有一點失望，她覺得少了一個可以練習中文的朋友。李東健要高美玲放心，因為他打算把一些不常用的東西先留在這裡，所以還會常來找他們聊天。

課文簡體字版 Text in Simplified Characters

李东健租的房子离师大相当远，每天骑自行车到学校都得花一个小时左右，他觉得很不方便，所以他最近计画找房子搬家。这一天，他在网站上看了很多租房子的资料。

李东健最想在捷运站附近租一间套房，有床、桌子和椅子这些家具，而且房间的光线要好，环境也不要太吵。可是台湾朋友都说，这种套房房租会比较贵，李东健觉得台北的生活费比首尔低，如果多花一点时间找，一定能找到便宜而且合适的。

李东健想，如果他搬到学校附近住，除了留在图书馆的时间能长一点，可以念书、写作业、跟同学讨论功课，还可以参加一些学校的社团活动。不过他的好朋友高美玲有一点失望，她觉得少了一个可以练习中文的朋友。李东健要高美玲放心，因为他打算把一些不常用的东西先留在这里，所以还会常来找他们聊天。

課文英譯 Text in English

Li Dongjian's current apartment is rather far from NTNU. It takes him about an hour to get to school by bike every day. He feels that's really inconvenient, so recently he has been planning to look for a place and move. On this day, he saw a lot of information online on apartments for rent.

Li Dongjian would prefer moving into a studio apartment near an MRT station furnished with a bed, desk, and chair. Also, the room has to have good natural lighting and the neighborhood can't be too loud. But his Taiwanese friends tell him that studio apartments like that are more expensive. Li Dongjian feels living costs in Taipei are lower than in Seoul, so if he spends a bit more time looking, he will find a place that is inexpensive and suitable.

Li Dongjian thinks that if he moves closer to school, in addition to being able to spend a little more in the library studying, doing his homework, and discussing schoolwork with his classmates, he will also be able to participate in some school club activities. But his good friend Gao Meiling is a bit disappointed, because she feels that she will have one less person to practice Chinese with. Li Dongjian reassures Gao Meiling that he plans to leave some of his belongings that he doesn't use much here, so he will come often and chat.

生詞二 Vocabulary II


06-04

Vocabulary

1	相當	xiāngdāng	ㄒㄧㄤ ㄉㄤ	(Adv)	fairly
2	自行車	zìxíngchē	ㄗˋ ㄒㄧㄥˊ ㄔㄜ	(N)	bicycle
3	床	chuáng	ㄔㄨㄤˊ	(N)	bed
4	桌子	zhuōzi	ㄓㄨㄛ ˙ㄗ	(N)	desk, table
5	椅子	yǐzi	ㄧˇ ˙ㄗ	(N)	chair
6	家具	jiājù	ㄐㄧㄚ ㄐㄩˋ	(N)	furniture
7	而且	érqiě	ㄦˊ ㄑㄧㄝˇ	(Conj)	also
8	吵	chǎo	ㄔㄠˇ	(Vs)	noisy
9	生活費	shēnghuófèi	ㄕㄥ ㄏㄨㄛˊ ㄈㄟˋ	(N)	living expenses

10	低	dī	ㄉㄧ	(Vs)	low
11	留	liú	ㄌㄧㄡˊ	(Vi, V)	to stay to leave behind
12	長	cháng	ㄔㄤˊ	(Vs)	long
13	討論	tǎolùn	ㄊㄠˇ ㄌㄨㄣˋ	(V)	to have a discussion over, to go over with
14	社團	shètuán	ㄕㄜˋ ㄊㄨㄢˊ	(N)	club, association
15	活動	huódòng	ㄏㄨㄛˊ ㄉㄨㄥˋ	(N)	activity
16	失望	shīwàng	ㄕ ㄨㄤˋ	(Vs)	to be disappointed
17	放心	fàngxīn	ㄈㄤˋ ㄒㄧㄣ	(Vs-sep)	not to worry, to rest assured
18	用	yòng	ㄩㄥˋ	(V)	to use

Names

19	首爾	Shǒu'ěr	ㄕㄡˇ ㄦˇ		Seoul

文法 Grammar

I. Destination Marker 到 dào



06-05



英譯 p.149

Function: The preposition 到 marks a destination, following a movement. As a result of the action performed, an item has been moved to a location marked by 到.

1. 他在踢足球，踢著踢著就踢到學校外面了。
2. 馬安同上星期從台北騎機車騎到花蓮。
3. 這個蛋糕，我打算拿到學校請同學吃。

Structures:



Negation: The entire preposition phrase (PP) follows the main movement verb.

1. 我在師大下車，沒搭到台北火車站。
2. 張老師跟他太太決定不搬到西班牙了。
3. 我太累了，沒走到故宮，就回家了。



Questions:

1. 我的書，妳明天會拿到學校給我嗎？
2. 那個電腦，你送到他家去了沒有？
3. 本子和筆，你是不是都放到背包裡了？

Usage:

1. Another PP, '從 + noun', can be added before the verb to indicate the starting point.
   (1) 他從家裡走到學校，需要三十分鐘的時間。
   (2) 放假的時候，我從台北開車開到台南，真的太累了。

2. The '到 PP' can be placed either before or after the verb, with distinct meanings. Compare the following examples.
   (1) 他到火車站搭高鐵。
   (2) 他搭巴士搭到火車站附近。

3. Either 來 or 去 can be added after the location. 來 indicates a movement towards the speaker, whereas 去 indicates a movement away from the speaker.
   (1) 球踢到公園裡去了。還好沒踢到人。
   (2) 球踢到公園裡來了。

練習 Exercise

Describe the events in the pictures. (Use the 到 construction.)





送 PIZZA 的人，__________
__________。





馬安同跟田中誠一一起坐火車，__________。

3



高美玲跟李東健在河邊公園騎腳踏車，＿＿＿＿＿＿＿＿。

4



馬安同週末去爬陽明山，＿＿＿＿＿＿＿＿。

5



婚禮開始以後，＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

6



如玉的朋友美美搭船，＿＿＿＿＿＿＿＿。

II. Indirect Object Marker 給 gěi

 06-06



Function: There is a set of verbs called Double Object verbs, which take two objects, direct and indirect. Indirect objects are marked by the preposition 給, and direct objects are not marked.

1. 田中誠一付給房東三個月的房租。
2. 王先生賣給他一輛 (liàng, measure word for vehicles) 機車。
3. 他從法國回來，送給白如玉一些法國甜點。

Structures: 給 marks the indirect object. The basic word order is: Verb + 給 + Indirect Object + Direct Object. Variations in word order are illustrated below.

1. Basic pattern

(1) 他想賣給我朋友這個電腦。
(2) 語言中心主任昨天才發給白如玉上個月的薪水。
(3) 我打算送給我同學這些桌子、椅子。

2. Indirect obj. moved to the back

(1) 他想賣這個電腦給我朋友。
(2) 語言中心主任昨天才發上個月的薪水給白如玉。
(3) 我打算送這些桌子、椅子給我同學。

3. Direct obj. moved to the front

(1) 這個電腦，他想賣給我朋友。
(2) 上個月的薪水，語言中心主任昨天才發給白如玉。
(3) 這些桌子、椅子，我打算送給我同學。

Negation:

1. 白如玉只要租三個月，所以那個房間，房東不租給她了。
2. 田中誠一還沒付給房東上個月的房租。
3. 因為陳小姐快回國了，所以我不給她介紹工作了。

Questions:

1. 你的腳踏車，賣給白如玉了沒有？
2. 那些芒果跟甜點，妳是不是送給陳月美了？
3. 下個月中文課的學費，你付給學校了沒有？

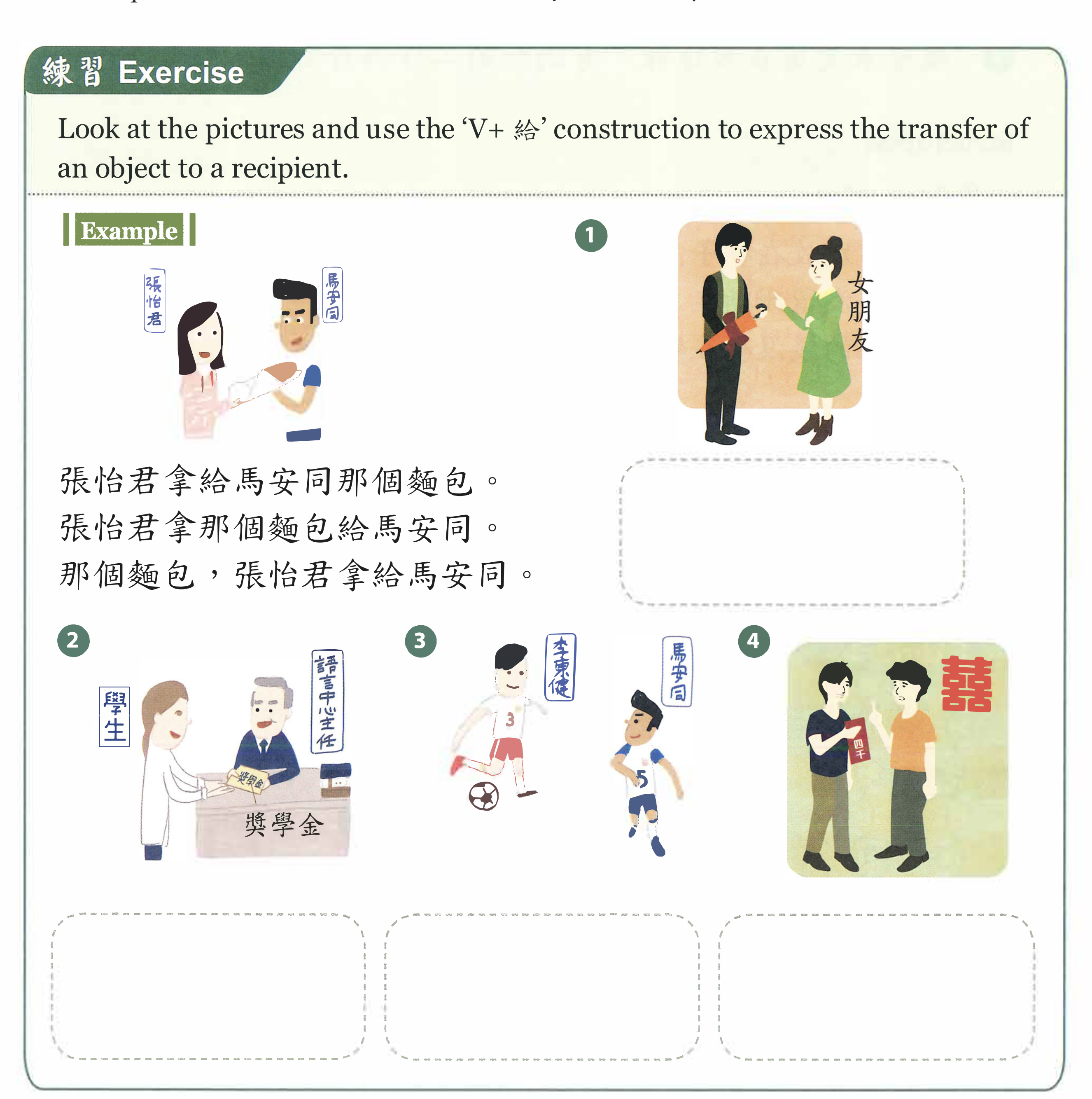
Usage: If the main verb in the structure involves ‘outward, away from’ actions from the actor, 給 can be deleted, such as in the following examples ①–③. Otherwise deletion is not possible. So, we cannot say *我做他一個蛋糕。 或 *哥哥買我一本書。

1. 我要賣我朋友這個電腦。
2. 我打算送我同學這些桌子、椅子。
3. 你知道公司付他多少薪水嗎？

This pattern is related to Grammar item #4 in Lesson 4.

練習 Exercise

Look at the pictures and use the 'V+ 給' construction to express the transfer of an object to a recipient.



Example

張怡君拿給馬安同那個麵包。
張怡君拿那個麵包給馬安同。
那個麵包，張怡君拿給馬安同。

III. Resultant Location with V + 在 zài…

 06-07


英譯 p.150

Function: The V + 在 pattern specifies the location of a noun resulting from an action.

1. 那張椅子，請你放在樓下。
2. 這些複雜的漢字，我要寫在本子上。
3. 履歷表先留在我這裡。有適合的工作再告訴你。

Structures:



Negation:

1. 書別放在椅子上，請拿到房間去。
2. 我沒留甜點在桌子上，我把甜點吃了。
3. 他的錢沒存在銀行裡，他太太很不高興。

Questions:

1. 電視，你打算放在哪裡？
2. 這些家具，你是不是要留在這裡，不搬到新家？
3. 我給你的資料，你存在電腦裡沒有？

練習 Exercise

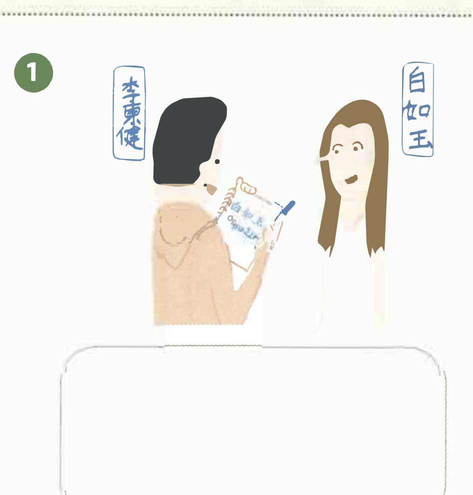
Look at the pictures and describe the situations below using '…V 在…'.

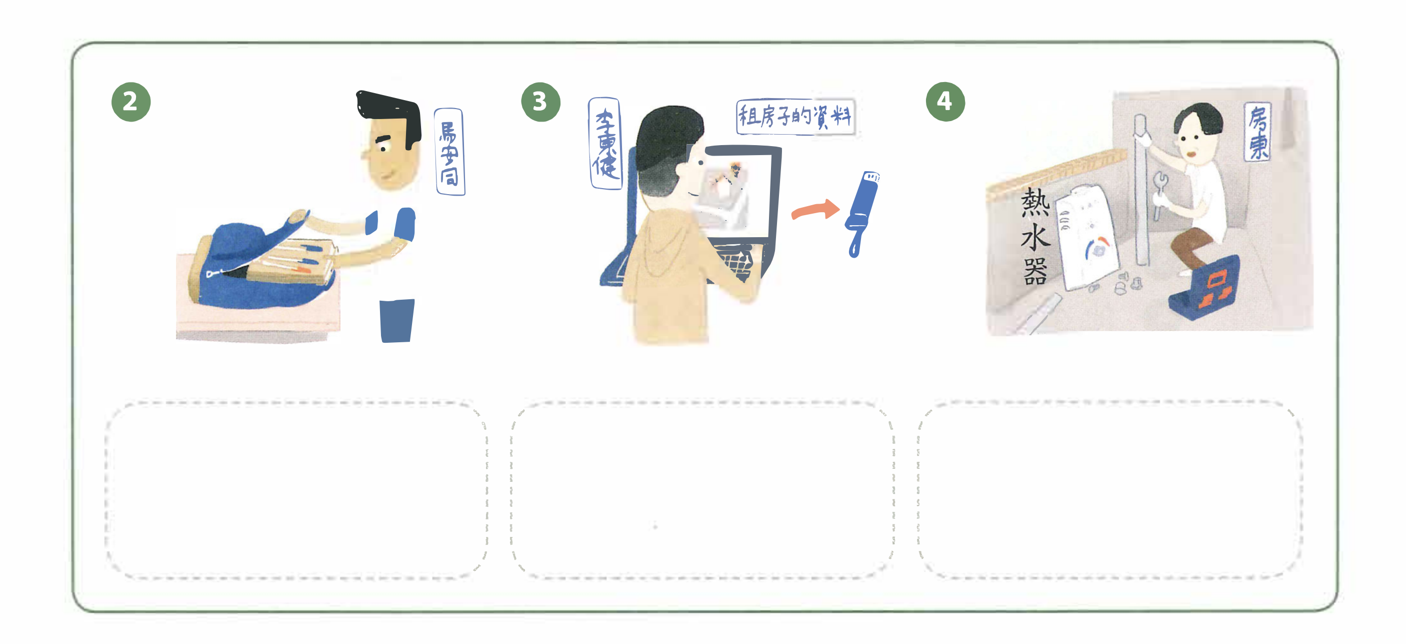
Example

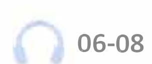


傘，白如玉放在學校。

1









IV. Moving an Object to a Location with 把 bǎ

06-08

英譯 p.150

Function: It has been presented (Vol. 1, L15) that 把 disposes of things. Most typically, disposal results in relocating things.

1. 我把球踢到學校外面了。
2. 他想把公司搬到台南。
3. 我打算把這個蛋糕拿到學校請同學吃。
4. 我要把這包茶送給老師。
5. 請妳把那件衣服拿給白如玉。
6. 我打算把舊車賣給高先生。
7. 請你把那張椅子放在樓下。
8. 我要把媽媽給我的錢存在銀行裡。

Structures: The pattern is 'A 把 B Verb 到 / 在 / 給 Location'. 到 and 在 are used with places and 給 with people. Futhermore, 到 is used with 'moving' verbs, and 在 with 'placing' verbs.

Negation:

1. 他沒把資料帶到學校來，可是還好我帶了。
2. 別把那本書賣給別人，賣給我吧。
3. 我還沒把這個月的房租拿給房東。
4. 他還沒把買電視的錢付給老闆。
5. 別把隨身碟放在桌子上。
6. 他沒把錢放在我這裡，他帶回家了。

Questions:

1. 妳是不是把我的書帶到學校來了？
2. 你把機車騎到公司來了沒有？我等一下要用。
3. 你把那本本子拿給老師了沒有？
4. 你是不是把照相機送給她了？
5. 房東是不是把熱水器裝在浴室外面了？
6. 你把學費用在什麼地方了？

練習 Exercise

Rewrite the following sentences using the construction '把…＋ V ＋到 / 給 / 在'.

1. 張怡君的電腦，馬安同拿到學校來用。

→ ____

2. 陳月美跟馬安同說：「你不能騎腳踏車到學校裡面來。」

→ ____

3. 房東跟李東健說：「房租，你能不能拿到我家來？」

→ ____

4. 語言中心主任拿給高美玲這個月的薪水。

→ ____

5 這個紅包，馬安同打算在吃喜酒的時候送給新郎跟新娘。

→ ______________________________

6 房子裡的家具，我不打算留給下一個租房子的人。

→ ______________________________

7 手機，馬安同放在背包裡。

→ ______________________________

8 電腦展的資料，李東健存在隨身碟裡。

→ ______________________________

9 馬安同問白如玉：「電視，我放在客廳的左邊好不好？」

→ ______________________________

10 錢，你存在銀行裡比較好。

→ ______________________________

V. 而且 érqiě *furthermore*  06-09 

英譯 p.151

Function: 而且 is a conjunction occurring in S_2. It can connect two short verb phrases, such as in 1 and 2, meaning 'and, as well as'. It can also connect two clauses, such as in 3 and 4, meaning 'furthermore'.

1 台灣的夏天熱而且濕。
2 如果多花一點時間找，一定能找到便宜而且合適的。
3 房東幫她裝了有線電視，而且還幫她裝了網路。
4 做這個工作得會說中文，而且得有一些工作經驗。

練習 Exercise

Combine two short sentences into one compound sentence using the conjunction 而且.

1. 台灣的芒果好看。
   台灣的芒果香甜好吃。

   → ______________而且______________。

2. 花蓮的環境很乾淨。
   花蓮的風景漂亮。

   → ______________而且______________。

3. 馬安同去過花蓮。
   馬安同吃過那裡有名的小吃。

   → ______________而且______________。

4. 陳月美喜歡在台灣生活。
   陳月美喜歡吃台灣小吃。

   → ______________而且______________。

5. 馬安同喜歡踢足球。
   馬安同喜歡看足球比賽。

   → ______________而且______________。

6. 李東健租的房子離學校很近。
   李東健租的房子房租不貴。

   → ______________而且______________。

7. 婚禮的時候，客人送紅包給新郎新娘。
   婚禮的時候，客人祝福他們百年好合，早生貴子。

   → ______________而且______________。

語法例句英譯 Grammar Examples in English

I. Destination Marker 到 dào

Function:

1. He was playing soccer and ended up kicking the soccer ball outside the school grounds.
2. Last week Ma Antong rode his scooter from Taipei to Hualien.
3. I plan to take this cake to the school to share it with my classmates.

Structures:

Negation:

1. I got off the bus at NTNU. I did not ride as far as the Taipei Station.
2. Teacher Zhang and his wife decided against moving to Spain.
3. I was too tired. I went home before I got to the Palace Museum.

Questions:

1. Will you give me my book back at school tomorrow?
2. Did you take that computer to his home?
3. Did you put the notebooks and pens into the backpack?

Usage:

1. (1) It takes 30 minutes for him to walk from his home to the school.
   (2) During the holidays, I drove from Taipei to Tainan. It was really tiring.
2. (1) He went to the train station to take the high speed train.
   (2) He took the bus to somewhere near the train station.
3. (1) The ball was kicked (from here) into the park over there. Good thing it didn't hit anyone.
   (2) The ball was kicked here into the park (from there).

II. Indirect Object Marker 給 gěi

Function:

1. Tianzhong Chengyi paid three months of rent to his landlord.
2. Mr. Wang sold him a motorcycle.
3. He's back from France and he gave Bai Ruyu some French pastries.

Structures:

1. (1) He wants to sell my friend this computer.
   (2) The language center director paid Bai Ruyu last month's wage only yesterday.
   (3) I plan to give my classmates these desks and chairs.
2. (1) He wants to sell this computer to my friend.
   (2) The language center director paid last month's wage to Bai Ruyu only yesterday.
   (3) I plan to give these desks and chairs to my classmates.
3. (1) This computer, he wants to sell it to my friend.
   (2) Last month's wage, the language center director paid it to Bai Ruyu only yesterday.
   (3) These desks and chairs, I plan to give them to my classmates.

Negation:

1. Bai Ruyu only wants it for three months, so the landlord isn't going to rent her the room.
2. Tianzhong Chengyi hasn't given his landlord last month's rent yet.

3. Miss Chen is going back to her home country soon, so I needn't tell her of any jobs.

Questions:

1. Have you sold Bai Ruyu your bicycle?
2. Did you give Chen Yuemei those mangoes and sweets?
3. Have you paid the tuition for Chinese classes next month?

Usage:

1. I want to sell my friend this computer.
2. I plan to give my classmates these desks and chairs.
3. Do you know how much salary the company pays him?

III. Resultant Location with V + 在 zài…

Function:

1. Please put that chair downstairs.
2. I want to write these difficult Chinese characters in the notebook.
3. Leave your rēsumē here with me. I will notify you of any suitable positions.

Structures:

Negation:

1. Don't put the book on the chair; please take it into the room.
2. I didn't leave the dessert on the table. I ate it.
3. His wife was very upset that his money was not deposited in the bank.

Questions:

1. Where do you plan to put the TV?
2. Are you going to leave the furniture here instead of taking it to your new home?
3. Have you saved the information I gave you in the computer?

IV. Moving an Object to a Location with 把 bǎ

Function:

1. I kicked the ball out of the school yard.
2. He wants to move the company to Tainan.
3. I plan to take this cake to school and treat my classmates to it.
4. I want to give this package of tea to my teacher.
5. Please give that dress to Bai Ruyu.
6. I plan to sell the old car to Mr. Gao.
7. Please put that chair downstairs.
8. I want to deposit the money Mom gave me in the bank.

Structures:

Negation:

1. He didn't take the documents to the school. It's a good thing I did though.
2. Don't sell anyone else that book. Sell it to me.
3. I haven't given the landlord this month's rent yet.
4. He hasn't given the store owner the money to be spent on a TV.
5. Don't put the flash drive on the desk.
6. He didn't leave the money here with me; he took it home.

Questions:

1. Did you bring my book to school?
2. Did you ride the motorcycle to work? I need it soon.
3. Did you take that notebook to the teacher?
4. Did you give the camera to her?
5. Did the landlord install the gas hot water heater outside?
6. What did you spend your tuition on?

V. 而且 érqiě *furthermore*

Function:

1. Taiwan's summers are hot and humid.
2. If one spends a little more time looking, one is sure to find an inexpensive and suitable one.
3. The landlord installed cable TV for her, and also installed the internet for her.
4. This job requires fluency in Chinese and some work experience.



I. Role Playing

Goal: Talking about and negotiating rent.
Task: Pair up with a classmate. Use the following questions for a phone conversation with one person playing the landlord and the other the prospective tenant.

1. 租多大的房子？
2. 有沒有朋友跟你住在一起？
3. 這個房子離 XX 近嗎？
4. 這個房子，光線怎麼樣？環境怎麼樣？
5. 跟你一起住的朋友怎麼樣？
6. 這個房子，房租多少？每個月什麼時候把房租給房東？

II. How Should the Furniture Be Arranged?

Goal: Describing where the furniture is.

Task: You are renting this place. You have drawn the layout for the furniture and where you plan to put the desk, chairs, bed, television, computer, etc. How are you going to arrange them? Describe each item accordingly.



III. I Am Leaving Taiwan. What Should I Do with All These Things?

Goal: Learning to talk about what to do with your possessions.
Task: If you were to leave Taiwan next month, who would you give or sell your bike, computer, soccer ball, cell phone, Taiwan travel guide, etc. to? Is there anything else you would like to give away?



IV. I Want to Rent a Place

Goal: Learning to read and understand rental advertisements.
Task: Look at the rental advertisements below. Decide which one you'd like to rent. Why? List and discuss with your classmates the words you don't know.

Example

距 (jù)（離）：distance
斜 (xié) 對面 ：kitty-corner
雅 (yǎ) 房 ：room with a shared bath
採光 (cǎiguāng)：natural lighting

吉屋出租

4樓公寓（3房2廳）

鄰近：水湳市場、仁愛國小、衛道中學、停車方便

歡迎午後、假日看屋

看屋請洽屋主：

李小姐：0933-111888
或 05-555678

仲介勿擾喔～謝謝

雅房

包水電 2800~4000
採光通風網路
餐飲便利

0922-789123

天才路 123 號大樓對面

售三角窗

吉屋出租

交通便利、就學方便、休閒完善
1. 距公車站五分鐘
2. 在學力國中斜對面
3. 步行兩分鐘可到運動公園
4. 地址：嘉義市大方路一段 234 號

意者請電洽：1234-5678

文化 Bits of Chinese Culture

The Twelve Animals of the Chinese Zodiac

Of the twelve animals of the Chinese zodiac–Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Goat, Monkey, Rooster, Dog, Pig – only the fifth, the Dragon, is a mythical creature. All the others can be found in China. Since the twelve animals are closely associated with people's birthdays, the Chinese have come up with certain sayings regarding them. For example, the Rat has "many offsprings." The Ox has the fortitude to "bear hardships and overcome adversity." The Tiger is "bold and powerful." The Rabbit "nimble and gentle." The Dragon symbolizes "royalty" and the Snake is a "little dragon." The Horse is said to "win instant success." The Goat is an "auspicious" creature and the Monkey "intelligent." An early riser, the Rooster is "diligent and dutiful." The Dog is "loyal," and the Pig represents "satisfaction," or "abundance."

When Chinese become parents, they hope their children will embody the qualities of the animal whose sign they are born under. Of the twelve animals, the Dragon is most favored, so in every year of the Dragon, the birthrate rises slightly in Chinese communities. In Chinese fortunetelling, Tigers are considered to be overly fierce and those born under the sign of the Tiger are discouraged from attending weddings, funerals, and other ceremonies. Therefore, in some places the birthrate actually dips in the year of the Tiger.

十二生肖					
鼠	牛	虎	兔	龍	蛇
馬	羊	猴	雞	狗	豬

The Chinese Zodiac.



Self-Assessment Checklist

I can talk about living environments.

20% 40% 60% 80% 100%

I can talk about and negotiate rent.

20% 40% 60% 80% 100%

I can describe moving objects.

20% 40% 60% 80% 100%

I can ask and answer hypothetical questions.

20% 40% 60% 80% 100%



第七課

垃圾車來了！

The Garbage Truck Is Here!

學習目標 Learning Objectives

Topic: 居家環境 Living Environment

- Learning to express my views on new things and events.
- Learning to express my understanding of cultural differences.
- Learning to give advice and inform of possible consequences.
- Learning to use directional verbs in expressions.



垃圾車來了！

The Garbage Truck Is Here!

對話 Dialogue

 07-01



陳太太：東健，要出去啊？

東　健：是啊！垃圾車快來了，我得趕快下樓去倒垃圾。

陳太太：丟垃圾？今天是星期三，不收垃圾啊！

東　健：真的嗎？我以為天天都收。

陳太太：不是，每個星期三和星期天是不收的。

東　健：那麼，我這些汽水罐和紙杯也不能拿出去回收了嗎？

陳太太：是啊！

東　健：為什麼在台北倒垃圾這麼麻煩？

陳太太：剛開始的時候，台北人也覺得這個規定很麻煩，現在大家都習慣了。
東健：更麻煩的是，我一定要在晚上九點把垃圾拿出去，要不然就不能倒了。
陳太太：你說的對，有一次，我一回來，垃圾車就來了。我馬上放下皮包，跑出去倒垃圾。
東健：對啊！我常常看到有人追垃圾車。
陳太太：晚上，這麼多人從家裡拿著垃圾走出來，一起站著等垃圾車，你不覺得很有趣嗎？
東健：大家常一邊聊天，一邊等，看起來真的很有意思。
陳太太：雖然倒垃圾有點麻煩，但是好像也不壞。
東健：那麼，我這包垃圾怎麼辦？
陳太太：你拿回家去，明天再倒吧！

課文簡體字版 Text in Simplified Characters

陈太太：东健，要出去啊？
东健：是啊！垃圾车快来了，我得赶快下楼去倒垃圾。
陈太太：丢垃圾？今天是星期三，不收垃圾啊！
东健：真的吗？我以为天天都收。
陈太太：不是，每个星期三和星期天是不收的。
东健：那么，我这些汽水罐和纸杯也不能拿出去回收了吗？
陈太太：是啊！
东健：为什么在台北倒垃圾这么麻烦？
陈太太：刚开始的时候，台北人也觉得这个规定很麻烦，现在大家都习惯了。

东　　健：更麻烦的是，我一定要在晚上九点把垃圾拿出去，要不然就不能倒了。
陈太太：你说的对，有一次，我一回来，垃圾车就来了。我马上放下皮包，跑出去倒垃圾。
东　　健：对啊！我常常看到有人追垃圾车。
陈太太：晚上，这么多人从家里拿着垃圾走出来，一起站着等垃圾车，你不觉得很有趣吗？
东　　健：大家常一边聊天，一边等，看起来真的很有意思。
陈太太：虽然倒垃圾有点麻烦，但是好像也不坏。
东　　健：那么，我这包垃圾怎么办？
陈太太：你拿回家去，明天再倒吧！

課文英譯 Text in English

Mrs. Chen: Dongjian, you're going out?
Dongjian : Yes. The garbage truck will be here soon. I need to take the garbage out.
Mrs. Chen: Take out the garbage? Today is Wednesday. There is no garbage pickup.
Dongjian : Really? I thought they came every day.
Mrs. Chen: No. No garbage pickup on Wednesdays or Sundays.
Dongjian : So, I can't take these soda cans and paper cups of mine out for recycling, either?
Mrs. Chen: That's right.
Dongjian : Why is taking out the garbage in Taipei such a pain?
Mrs. Chen: When it first started, the people of Taipei also thought this regulation was a nuisance. Now, everybody is used to it.
Dongjian : What's worse, I have to take it out at 9 o'clock at night; otherwise, I can't throw it out.
Mrs. Chen: What you say is right. There was one time, the garbage truck arrived just as I was getting home. I immediately put down my purse and ran out to take out the trash.
Dongjian : Yeah! I often see people chasing the garbage truck.
Mrs. Chen: Don't you find it interesting to see so many people at night walking out of their houses with their garbage and then standing around waiting for the garbage truck?

Dongjian :	Everyone likes to chat as they wait. It looks like fun.
Mrs. Chen :	Taking out the garbage is somewhat of a nuisance, but it is not all that bad, either.
Dongjian :	So, what do I do with this bag of garbage?
Mrs. Chen :	Take it home and throw it out tomorrow.

生詞一 Vocabulary 1

 07-02

Vocabulary

1	垃圾	lèsè	ㄌㄜˋ ㄙㄜˋ	(N)	garbage
2	倒	dào	ㄉㄠˋ	(V)	to throw out (garbage)
3	丟	diū	ㄉㄧㄡ	(V)	to throw, to throw away (garbage)
4	收	shōu	ㄕㄡ	(V)	to collect
5	以為	yǐwéi	ㄧˇ ㄨㄟˊ	(Vst)	to assume wrongly
6	回收	huíshōu	ㄏㄨㄟˊ ㄕㄡ	(V)	to recycle
7	規定	guīdìng	ㄍㄨㄟ ㄉㄧㄥˋ	(N)	rules, regulation
8	要不然	yàobùrán	ㄧㄠˋ ㄅㄨˋ ㄖㄢˊ	(Conj)	otherwise
9	皮包	píbāo	ㄆㄧˊ ㄅㄠ	(N)	purse
10	跑	pǎo	ㄆㄠˇ	(Vi)	to run
11	追	zhuī	ㄓㄨㄟ	(V)	to run after, to chase
12	有趣	yǒuqù	ㄧㄡˇ ㄑㄩˋ	(Vs)	interesting
13	不壞	bú huài	ㄅㄨˊ ㄏㄨㄞˋ	(Vs)	not too bad

Phrases

14	天天	tiāntiān	ㄊㄧㄢ ㄊㄧㄢ	every day
15	汽水罐	qìshuǐ guàn	ㄑㄧˋ ㄕㄨㄟˇ ㄍㄨㄢˋ	soda can
16	紙杯	zhǐbēi	ㄓˇ ㄅㄟ	paper cup
17	放下	fàngxià	ㄈㄤˋ ㄒㄧㄚˋ	put down
18	走出來	zǒu chūlái	ㄗㄡˇ ㄔㄨ ㄌㄞˊ	to walk out of
19	怎麼辦	zěnmebàn	ㄗㄣˇ ˙ㄇㄜ ㄅㄢˋ	What now?

短文 Reading

 07-03



馬安同到台灣的第二天，晚上在房間上網，跟父母聊台灣的情形，他忽然聽見外面有音樂的聲音，可是不知道音樂是從哪裡來的，覺得有一點奇怪，所以從窗戶往外看。他看見很多人拿著袋子往路口走，路口已經站了很多人，才知道是垃圾車的音樂。那輛垃圾車一開過來，大家就走過去把手裡的垃圾丟進去。

外國人剛到台北，不知道哪裡可以丟垃圾，也不知道什麼時候可以丟垃圾，馬安同問了台灣人才知道，台北的垃圾車只在一定的時間、一定的地點收垃圾。雖然有點麻煩，但是路上沒有垃圾，對台北的環境比較好。

為了保護環境，大家都應該做垃圾分類，那些可以再利用的紙、瓶子、塑膠杯都要回收，丟進資源回收桶裡。現在大家都知道，一個乾乾淨淨的城市也是一個進步的城市。

課文簡體字版 Text in Simplified Characters

马安同到台湾的第二天，晚上在房间上网，跟父母聊台湾的情形，他忽然听见外面有音乐的声音，可是不知道音乐是从哪里来的，觉得有一点奇怪，所以从窗户往外看。他看见很多人拿着袋子往路口走，路口已经站了很多人，才知道是垃圾车的音乐。那辆垃圾车一开过来，大家就走过去把手里的垃圾丢进去。

外国人刚到台北，不知道哪里可以丢垃圾，也不知道什么时候可以丢垃圾，马安同问了台湾人才知道，台北的垃圾车只在一定的时间、一定的地点收垃圾。虽然有点麻烦，但是路上没有垃圾，对台北的环境比较好。

为了保护环境，大家都应该做垃圾分类，那些可以再利用的纸、瓶子、塑胶杯都要回收，丢进资源回收桶里。现在大家都知道，一个干干净净的城市也是一个进步的城市。

課文英譯 Text in English

On his second evening in Taiwan, Ma Antong was online in his room chatting with his parents about Taiwan. He suddenly heard the sound of music outside but didn't know where it was coming from. He thought it a bit odd, so he looked out the window and saw a stream of people walking toward the intersection with bags in their hands. There were already a lot of people standing at the intersection, and only then did he realize that the music was coming from the garbage trucks. As soon as the garbage truck drove over, everyone walked over and tossed the garbage they were holding into it.

When foreigners first arrive in Taipei, they don't know where and when to take out the garbage. Ma Antong didn't know until he asked a Taiwanese that garbage trucks in Taipei only collect garbage at certain times and in certain locations. It is a bit of a pain, but there isn't any litter in the streets and it is better for Taipei's environment.

To protect the environment, everyone should separate their garbage. Paper, bottles, and plastic cups that can be reused are to be recycled and thrown into recycling bins. Today, everyone knows that a clean city is a progressive city.

生詞二 Vocabulary II

 07-04

Vocabulary

1	聊	liáo	ㄌㄧㄠˊ	(V)	to chat (about)
2	忽然	hūrán	ㄏㄨ ㄖㄢˊ	(Adv)	suddenly
3	聲音	shēngyīn	ㄕㄥ ㄧㄣ	(N)	sound
4	奇怪	qíguài	ㄑㄧˊ ㄍㄨㄞˋ	(Vs)	strange, odd
5	袋子	dàizi	ㄉㄞˋ ˙ㄗ	(N)	bag
6	輛	liàng	ㄌㄧㄤˋ	(M)	measure word for vehicles
7	一定	yídìng	ㄧˊ ㄉㄧㄥˋ	(Vs-attr)	fixed, set, at a certain...

8	地點	dìdiǎn	ㄉㄧˋ ㄉㄧㄢˇ	(N)	location
9	為了	wèile	ㄨㄟˋ ㄌㄜ˙	(Prep)	to, for the sake of
10	保護	bǎohù	ㄅㄠˇ ㄏㄨˋ	(V)	to protect
11	分類	fēnlèi	ㄈㄣ ㄌㄟˋ	(N)	classification
12	利用	lìyòng	ㄌㄧˋ ㄩㄥˋ	(V)	to make use of
13	紙	zhǐ	ㄓˇ	(N)	paper
14	瓶子	píngzi	ㄆㄧㄥˊ ㄗ˙	(N)	bottle
15	塑膠	sùjiāo	ㄙㄨˋ ㄐㄧㄠ	(N)	plastic
16	資源	zīyuán	ㄗ ㄩㄢˊ	(N)	resource
17	回收桶	huíshōutǒng	ㄏㄨㄟˊ ㄕㄡ ㄊㄨㄥˇ	(N)	recycling bin
18	城市	chéngshì	ㄔㄥˊ ㄕˋ	(N)	city

Phrases

19	聽見	tīngjiàn	ㄊㄧㄥ ㄐㄧㄢˋ	to hear, to have heard
20	開過來	kāi guòlái	ㄎㄞ ㄍㄨㄛˋ ㄌㄞˊ	to drive over
21	走過去	zǒu guòqù	ㄗㄡˇ ㄍㄨㄛˋ ㄑㄩˋ	to walk over
22	丟進去	diū jìnqù	ㄉㄧㄡ ㄐㄧㄣˋ ㄑㄩˋ	to throw into
23	路上	lùshàng	ㄌㄨˋ ㄕㄤˋ	on the street

文法 Grammar

I. Directional Constructions V_1V_2 and $V_1V_2V_3$

 07-05



Function: When a movement is referred to in Chinese, it is necessary to further indicate a direction towards or away from the speaker, the reference point, indicated by V_2. All V_1,V_2 or V_3 are basically verbs themselves. They function differently in combinations.

Structures: There are two major directional constructions.

1. Direction + Reference (V_1V_2)

Direction	Reference
上 up 下 down 進 into 出 out of 回 back to 過 over	來 towards me 去 away from me

(1) 爸爸出去了。
(2) 他從火車站東邊的門進去。
(3) 我的房東還沒回來。

2. Movement + Direction + Reference ($V_1V_2V_3$)

Verb	Direction	Reference
走	上	來
跑	下	去
站	進	
坐	出	
拿	回	
追	過	
帶	etc.	
開		
etc.		

(1) 弟弟從樓下跑上來。
(2) 我剛看見房東走出去，不知道他要去哪裡。
(3) 這麼多東西，我怎麼帶回去呢？
(4) 這個學校，公車可以開進去。

Negation:

1 他訂的手機還沒拿回來。
2 我太累了，不走上去了。
3 要考試了，你別跑出去了！



Questions:

1. 垃圾車就在前面，你為什麼不追過去？
2. 我不喜歡臭豆腐，請你拿出去，好嗎？
3. 你沒看見公車開過來嗎？

Placement of a Destination: The destination of a movement is inserted before the reference, e.g.,

1. 這些書，請你幫我拿上樓去。
2. 在展覽館拿的資料都得帶回美國去。
3. 垃圾呢？拿回家去了嗎？
4. 這個椅子要搬下樓去嗎？
5. 媽媽告訴他錢要記得放進皮包裡去。

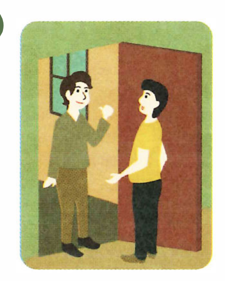
Usage: When the aspect 了 is used, it is placed after V1.

1. 他從家裡走了出來。
2. 公車開了過去。
3. 馬安同在夜市看見白如玉，就趕快追了過去。

練習 Exercise

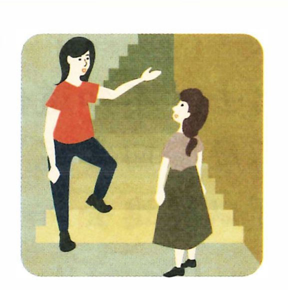


Please describe the pictures using directional expressions.

1. 

裡面的人說：

______

2. 

樓上的人說：

______

3. 

那個人要

______

4


你會說：那個人看見垃圾車就________

5


老師說：請你________

II. 把 bǎ with $V_1V_2V_3$

 07-06

英譯 p.173

Function: This is a sub-type of the 把-construction, in which a noun has been moved to a new location. This is closely related to Grammar #4, in Lesson 6.

1. 我把垃圾拿出去了。
2. 李東健把書帶回去了。
3. 高美玲從皮包裡把錢拿出來。
4. 主任請助教把李小姐的履歷表拿進來。

Structures: The basic pattern is Subjuet + 把 + Obj. + $V_1V_2V_3$.

 **Negation:**

1. 我沒把書帶回來。
2. 你別把蛋糕放進背包裡去。
3. 她沒把買回來的衣服拿出來給朋友看。

Questions:

1. 張先生是不是把公司的車開回去了？
2. 我剛剛請你幫我買一杯咖啡。你把咖啡買回來了嗎？
3. 搬家的時候，你要把這些桌子、椅子都搬過去嗎？

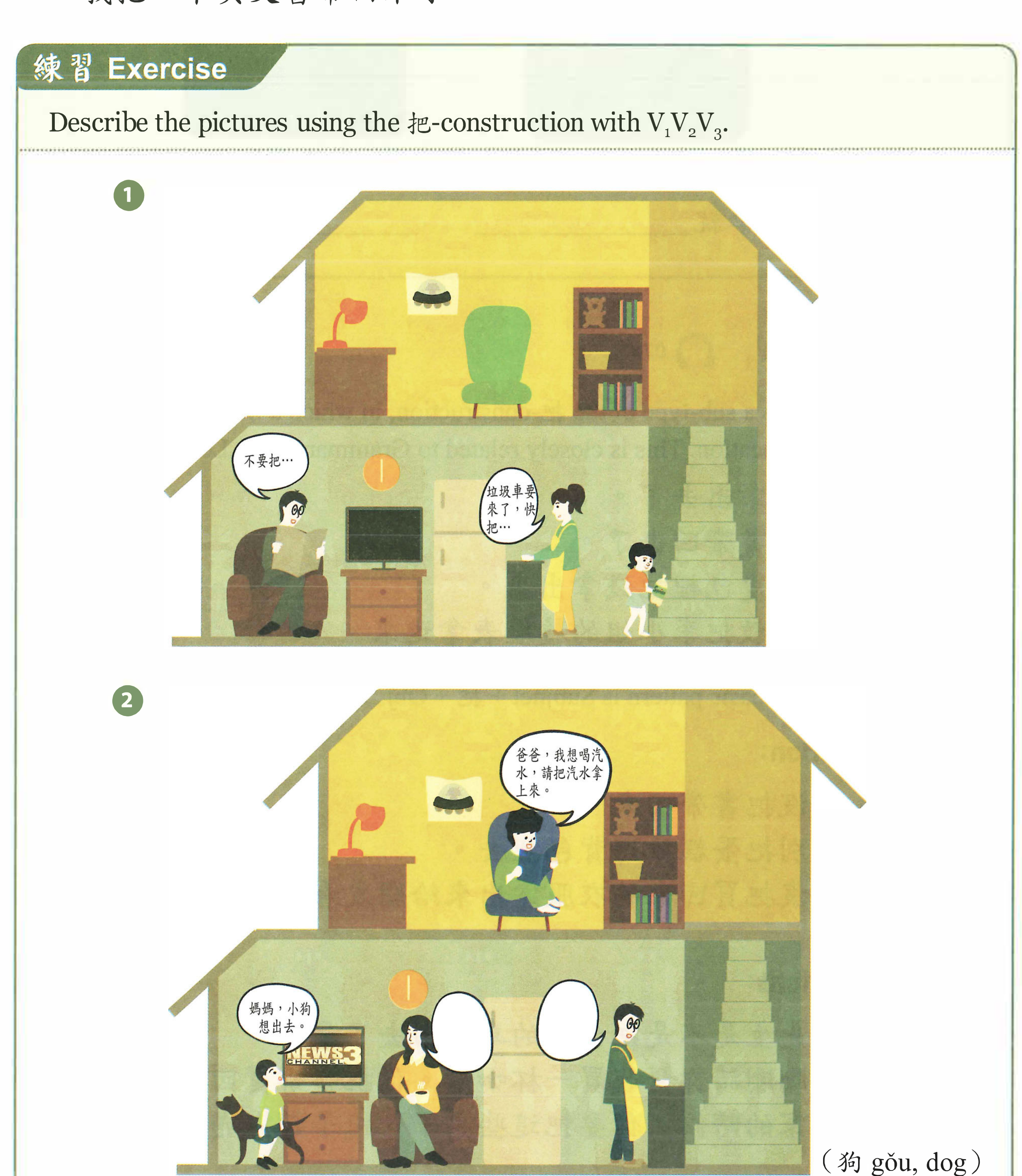
Usage: The object in the 把-construction is always definite.

我把那本英文書帶回來了。

*我把一本英文書帶回來了。

練習 Exercise

Describe the pictures using the 把-construction with $V_1V_2V_3$.



（狗 gǒu, dog）

III. Confrontation with 嗎 ma



07-07

英譯 p.174

Function: When a negative sentence ends with 嗎, the tone is rather impolite and confrontational. The speaker is not asking a question but stating something that should have been known.

1. 你不覺得這個漢字很難寫嗎？
2. 她不知道今天要考試嗎？
3. 馬先生已經在這裡住了兩個月，還不知道丟垃圾的時間嗎？

Structures: This pattern is always negative, with either 不 or 沒 .

1. 你不知道外國人不可以打工嗎？
2. 他結婚的事，我沒告訴過你嗎？
3. 你沒看見我正在忙嗎？

Usage: Confrontational, or rhetorical, questions usually imply the speaker's surprise or annoyance. Such questions are uttered in a high-level intonation, as is also the case in English.

練習 Exercise

What would you say if you were not happy with the following situations?







Situation 1 朋友忘了你跟他說過的事，你會對他說：

________________？

Situation 2 同學在教室裡找她的書，書就在她的桌上。你會對她說：

________________？

Situation 3 同學問老師一樣的問題，問了很多次，你會對他說：

________________？



Situation 4 你要考試，可是弟弟在你的房間玩，你會對他說：

____________________？

Situation 5 妹妹要媽媽買很貴的手機給她，你會對她說：

____________________？

IV. Existential Sentences with Posture Verbs


07-08



Function: Posture verbs refer to 'sit, stand, lie, kneel, squat etc...'. They can be used in action sentences or in existential sentences. In the latter we point to the existence of a noun in that physical posture.

1. 路口已經站了很多人。
2. 活動中心前面站著很多外國學生。
3. 咖啡店裡坐著很多來做功課的高中學生。

Structures: In existential sentences, posture verbs are typically used with aspect particles (esp. 了 and 著), and the post-verbal subjects are typically indefinite (one, three, many, etc...).



Questions:

1. 那個展覽館前面是不是站著很多學生？
2. 餐廳裡是不是已經坐著很多客人？
3. 今天的新郎，是不是門口站著的那個人？

Usage: Non-posture verbs can also occur in this construction, including 放 'place', 走 'walk', 來 'come', 住 'live'. In addition, 掛 guà 'hang', 躺 tǎng 'lie (down)', 貼 tiē 'stick', from the following lessons, can also appear in this construction.

練習 Exercise

Please tell stories using the pictures below.





V. 為了 wèile *in order to*  07-09

英譯 p.174

Function: The preposition 為了 refers to 'in order to, for the purpose of'.

1. 為了保護環境，大家都應該做垃圾分類。
2. 為了去吃喜酒，高美玲買了一件新衣服。
3. 為了早一點回到家，還是坐捷運吧！

Structures: The object of 為了 can be either a noun phrase or a verb phrase.

1. 他為了父母，買了飛機票回去看他們。
2. 馬安同為了搬到便宜的套房去，花了很多時間找房子。

Negation: 別 or 不是 negation can be used.

1. 別只為了錢去打工。
2. 他不是為了錢回收汽水罐，是為了保護環境。
3. 你們別為了去旅行就不工作了。

Questions:

1. 你是不是為了跟同學討論功課，所以晚上沒回家吃飯？
2. 白如玉為了什麼到台灣來？
3. 你是不是為了幫女朋友照相，所以買了新的照相機？

Usage: 為了 is one lexical item. 為了 can be variously translated into English depending on contexts. Extra caution is recommended.

練習 Exercise

Answer the following questions using '為了⋯'.

1. 你為什麼要學中文？
2. 大家為什麼應該做資源回收？
3. 醫生常說不要喝太多汽水，是為了什麼？
4. 李東健為什麼訂了餐廳，請大家一起去吃飯呢？
5. 白如玉為什麼要找有網路的套房？

語法例句英譯 Grammar Examples in English

I. Directional Constructions V_1V_2 and $V_1V_2V_3$

Function:

1. (1) Dad went out.
   (2) He went in through the entrance on the east side of train station.
   (3) My landlord has not returned yet.

2. (1) The younger brother ran up from downstairs.
   (2) I just saw the landlord walk out. I don't know where he was going.
   (3) So many things! How am I going to bring them all back?
   (4) Buses can drive into this school.

Negation:

1. He hasn't gone to get the cell phone he ordered.
2. I'm too tired and am not going to walk all the way up there.
3. You have a test coming up. Don't you go out!

Questions:

1. The garbage truck is right in front of us. Why don't you run over to it?
2. I don't like stinky tofu. Please take it out of here, OK?
3. Didn't you see the bus heading this way?

Placement of a Destination:

1. Please take these books upstairs for me.
2. All the information collected at the exhibition needs to be taken back to America.
3. And the garbage? Did you take it home?
4. Does this chair need to be moved downstairs?
5. Mom told him to remember to put his money into his wallet.

Usage:

1. He walked out of his house.
2. The bus drove by.
3. Ma Antong caught up to Bai Ruyu when he saw her at the night market.

II. 把 bǎ with $V_1V_2V_3$

Function:

1. I took the garbage out.
2. Li Dongjian took the book back. (Or took the book back home)
3. Gao Meiling took money out of her purse.
4. The director had the TA bring in Miss Li's rēsumē.

Structures:

Negation:

1. I did not bring the book back.
2. Don't put the cake into your backpack.
3. She didn't show her friends the new clothes she bought.

Questions:

1. Did Mr. Zhang drive the company car back to his place?
2. Did you buy the coffee which I asked for back?
3. While moving out, would you bring these tables, chairs with you?

Usage:

I brought back that English book.

III. Confrontation with 嗎 ma

Function:

1. Don't you think this Chinese character is difficult to write?
2. Didn't she know there would be an exam today?
3. Mr. Ma has lived here two months and he still doesn't know when garbage is collected?

Structures:

1. Don't you know that foreigners are not permitted to work?
2. Didn't I ever tell you he's married?
3. Can't you see I'm busy?

IV. Existential Sentences with Posture Verbs

Function:

1. There were already a lot of people standing at the street intersection.
2. There are many foreign students standing in front of the activity center.
3. A lot of senior high school students who came to do their homework are sitting in the café.

Questions:

1. Are there many students standing in front of the exposition hall?
2. Are there already a lot of customers sitting in the restaurant?
3. Is this guy who is standing in front of the door today's groom ?

V. 為了 wèile *in order to*

Function:

1. To protect the environment, everyone should separate their garbage.
2. Gao Meiling bought a new dress for the wedding reception.
3. Let's take the MRT, so that we get home a little earlier.

Structures:

1. He bought air tickets to go see his parents.
2. Ma Antong spent a lot of time looking at apartments in order to move into a cheap studio.

Negation:

1. Don't work just for the money.
2. He doesn't recycle soda cans for the money, but to protect the environment.
3. Don't put off work just so you can travel.

Questions:

1. Did you not come home for dinner because you were discussing homework with your classmates?
2. For what purpose did Bai Ruyu come to Taiwan?
3. Did you buy a new camera so you could take pictures of your girlfriend?



Classroom Activities

I. Recycling

Goal: Naming things that are recyclable.
Task: Discuss which garbage bin each article below belongs in and explain why.





報紙	鋁製可樂罐	塑膠袋
紙便當盒	書本	咖啡紙杯
塑膠寶特瓶	果汁塑膠杯	玻璃啤酒瓶

請問，上面的垃圾應該放在哪裡？

分類	什麼東西
紙張	
玻璃瓶 (bōlí píng, glass bottles)	
塑膠	
鐵鋁罐 (tiě lǚ guàn, metal or aluminum cans)	



II. What Should I Do with These Items?

Goal: Learning how to say what to do with items I no longer need.
Task: Pair up with a classmate. Look at the items below and discuss what to do with them or how to reuse them. Write down your ideas and share them with the class.

Example	塑膠袋 Plastic bags 手機 Cell phone	可以放回收的垃圾 Can be placed with recyclables 可以把它拿去便利商店回收 Can be taken to a convenience store for recycling
1	籃球	
2	衣服	
3	桌子	
4	中文書	
5	電腦	

III. Giving Advice

Goal: Learning how to give advice and telling the listener the consequences of their actions.
Task: Pair up with a classmate and take turns giving advice. Use '你一定要…，要不然…' 或 '我覺得你應該…，要不然…' to give advice.

Example	A：我今天不要看書。 B：你應該多看書，要不然明天考試會考得不好。
1	A：我在台灣買了好多書，我都要帶回美國。 B：________________。
2	A：帶照相機去旅行很麻煩。 B：________________。
3	A：我晚上六點要去台北 101 附近喝喜酒，坐捷運快，還是騎腳踏車快？ B：________________。
4	A：我沒把垃圾放進特別的垃圾袋，沒關係吧？ B：________________。



IV. How Is Garbage Disposed of in Your Country?

Goal: Learning to compare how different countries dispose of their garbage.
Task: Each student takes a turn telling how the way people dispose of garbage in their country is different from that in Taiwan.

	台灣	自己的國家
1 垃圾車	大部分是黃色的，而且有音樂	
2 垃圾袋	要買特別的袋子	
3 時間	一定的時間，而且不是每天收垃圾	
4 地方	要在一定的地方丟垃圾	
5 要不要付錢	不必另外付錢	
6 標誌 (biāozhì, symbol)	好像一個「回」字	

V. What Are They Doing?

Goal: Learning to tell the main idea of a story from looking at the pictures given.
Task: Look at the pictures below and try to imagine the stories that they suggest. Tell the class what you have come up with.


1
2
請勿在此丟垃圾
3
資源回收車

文化 Bits of Chinese Culture

Taiwan's Musical Garbage Trucks

Taiwan's garbage trucks have regular routes and times for pickups. How do people know when the trucks are coming? For the past sixty years, they have announced their approach with music. When Taiwanese hear the music, they know it's time to take out the trash. The trucks broadcast either of two light pieces: "La prière d'une vierge" ("A Maiden's Prayer") or Beethoven's "Für Elise." Why classical western music? Some say it's because the then-head of Taiwan's EPA (Environmental Protection Administration) heard his daughter practicing "La prière d'une vierge" on the piano one day. Then and there, he decided to use the simple, lively piece to herald garbage-truck arrivals, later adding "Für Elise" to the repertoire. Garbage pickups in most countries aren't musical, so the practice might seem strange to foreigners and some American students might think it's time for a treat, because ice-cream trucks in the U.S. play music.





▲ Collecting garbage.《聯合報》程遠述／攝影



Self-Assessment Checklist

I can express my views on new events and things.

20% 40% 60% 80% 100%

I can express my understanding of cultural differences.

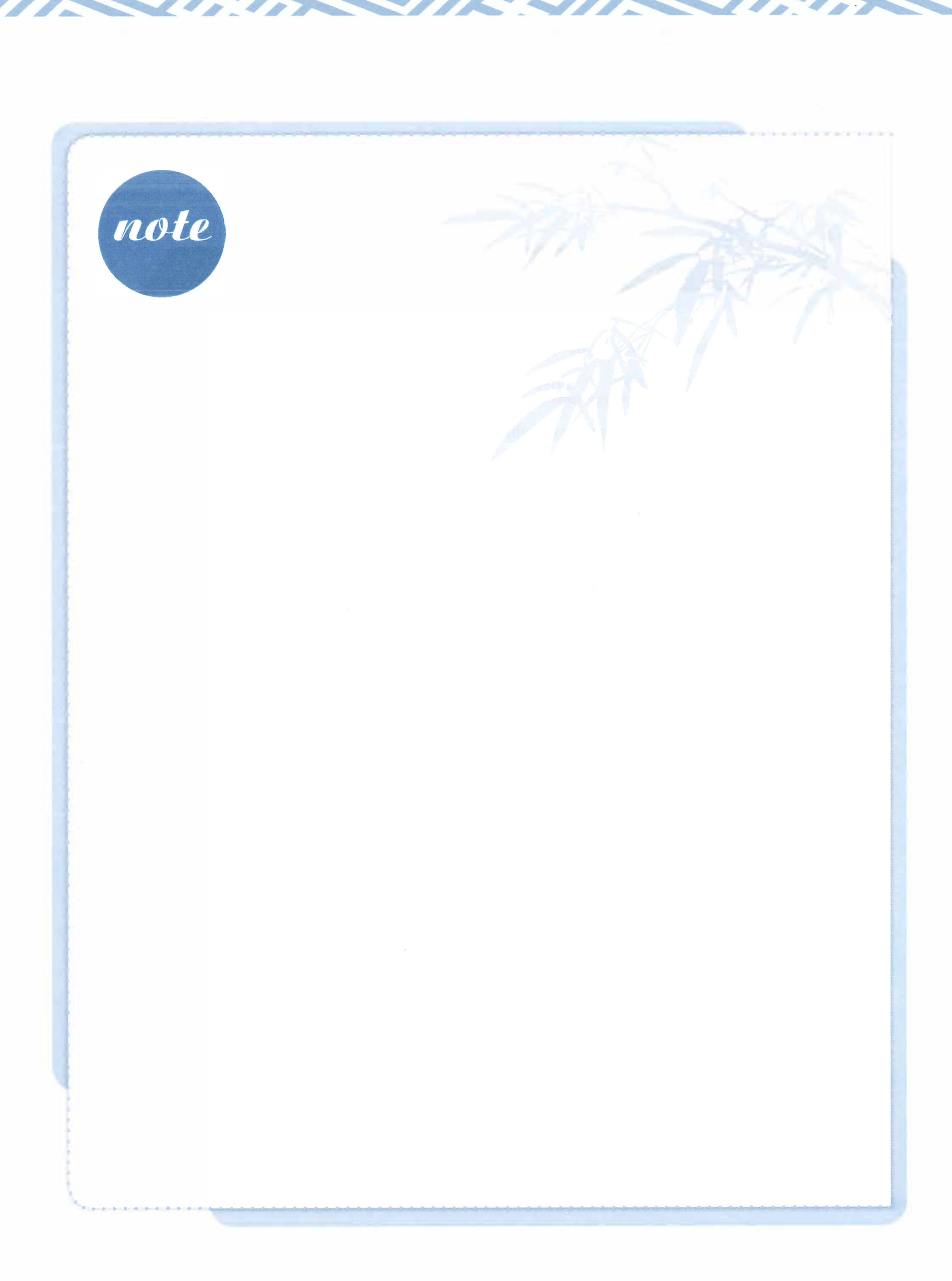
20% 40% 60% 80% 100%

I can give advice and inform of possible consequences.

20% 40% 60% 80% 100%

I can use directional verbs in expressions.

20% 40% 60% 80% 100%


note



第八課

學功夫

Learning Kungfu

學習目標 Learning Objectives

Topic: 休閒活動 Leisure Activities

- Learning how to talk about my hobbies.
- Learning how to give and understand an invitation.
- Learning how to accept or decline invitations.
- Learning how to express how I feel.



學功夫

Learning Kungfu

對話 Dialogue



08-01



東　健：安同！安同！

安　同：東健！對不起，沒聽見你叫我。

東　健：音樂那麼吵，你當然聽不見。

安　同：有什麼事嗎？

東　健：沒事，只是一到學校門口，就看見你推著腳踏車走過來。

安　同：你下午要做什麼？

東　健：我要去體育館運動。對了，你現在還在學太極拳嗎？

安　　同：是啊！我的師父說我有天分，學得不錯。
東　　健：你師父是台灣人吧？他說中文你聽得懂嗎？
安　　同：剛開始我都聽不懂，可是現在沒問題了。
東　　健：太極拳難嗎？你學了多久了？
安　　同：不太容易，而且要很早起來。我學了三個多月了，才學會了一點。
東　　健：可是太極拳的動作看起來慢慢的，輕輕的，應該很輕鬆。
安　　同：那些動作好像很容易，但是剛開始的時候，我早上常常累得起不來，腿也痛得走不了路。
東　　健：那你怎麼還學得下去？
安　　同：雖然很累，可是這是我的興趣。
東　　健：你下午沒事吧？要不要跟我一起去運動？
安　　同：好啊！我先去圖書館借書，下午再跟你去運動。

課文簡體字版 Text in Simplified Characters

东　　健：安同！安同！
安　　同：东健！对不起，没听见你叫我。
东　　健：音乐那么吵，你当然听不见。
安　　同：有什么事吗？
东　　健：没事，只是一到学校门口，就看见你推着脚踏车走过来。
安　　同：你下午要做什么？
东　　健：我要去体育馆运动。对了，你现在还在学太极拳吗？
安　　同：是啊！我的师父说我有天分，学得不错。

东　　健：你师父是台湾人吧？他说中文你听得懂吗？
安　　同：刚开始我都听不懂，可是现在没问题了。
东　　健：太极拳难吗？你学了多久了？
安　　同：不太容易，而且要很早起来。我学了三个多月了，才学会了一点。
东　　健：可是太极拳的动作看起来慢慢的，轻轻的，应该很轻松。
安　　同：那些动作好像很容易，但是刚开始的时候，我早上常常累得起不来，腿也痛得走不了路。
东　　健：那你怎么还学得下去？
安　　同：虽然很累，可是这是我的兴趣。
东　　健：你下午没事吧？要不要跟我一起去运动？
安　　同：好啊！我先去图书馆借书，下午再跟你去运动。

課文英譯 Text in English

Dongjian : Antong! Antong!
Antong : Dongjian! I'm sorry. I didn't hear you calling.
Dongjian : The music is so loud. Of course you can't hear anything.
Antong : What's up?
Dongjian : Nothing in particular. When I got to the school gate, I just happened to see you walking your bike this way.
Antong : What are you doing this afternoon?
Dongjian : I am going to the gym to workout. By the way, are you still studying Tai Chi?
Antong : Yes. My shifu (i.e., master, teacher) said I have talent and am learning nicely.
Dongjian : I gather your shifu is Taiwanese. Can you understand his Chinese?
Antong : At first, I couldn't understand anything, but now it's not a problem.
Dongjian : Is Tai Chi hard? How long have you been studying it?
Antong : It's not all that easy, and I also need to wake up early to practice. I have been studying for three months and have only learned a little.
Dongjian : But movements in Tai Chi look slow and gentle. It should be easy to learn.
Antong : Those moves look easy, but when I first started I was so exhausted, I couldn't even get up in the morning and my legs hurt so much, I couldn't walk.

Dongjian	: Then how were you able to keep studying?
Antong	: It's tiring, but this is where my interest lies.
Dongjian	: I gather you have nothing to do this afternoon. Do you want to go with me to work out?
Antong	: Sure. I'll go to the library first to borrow a book and go with you to exercise in the afternoon.

生詞一 Vocabulary I


08-02

Vocabulary

1	功夫	gōngfū	ㄍㄨㄥ ㄈㄨ	(N)	kungfu, martial arts
2	叫	jiào	ㄐㄧㄠˋ	(V)	to call (for someone's attention)
3	見	jiàn	ㄐㄧㄢˋ	(Ptc)	accomplishment complete (in perception)
4	推	tuī	ㄊㄨㄟ	(V)	to push
5	體育館	tǐyùguǎn	ㄊㄧˇ ㄩˋ ㄍㄨㄢˇ	(N)	gym
6	太極拳	tàijíquán	ㄊㄞˋ ㄐㄧˊ ㄑㄩㄢˊ	(N)	Tai Chi, shadow boxing
7	師父	shīfù	ㄕ ㄈㄨˋ	(N)	(kungfu or other skill) master
8	天分	tiānfèn	ㄊㄧㄢ ㄈㄣˋ	(N)	gift, talent
9	懂	dǒng	ㄉㄨㄥˇ	(Vpt)	to understand, to comprehend
10	起來	qǐlái	ㄑㄧˇ ㄌㄞˊ	(Vp)	to wake up
11	動作	dòngzuò	ㄉㄨㄥˋ ㄗㄨㄛˋ	(N)	movement
12	輕	qīng	ㄑㄧㄥ	(Vs)	light, effortless, gentle
13	腿	tuǐ	ㄊㄨㄟˇ	(N)	leg
14	了	liǎo	ㄌㄧㄠˇ	(Ptc)	capability complement
15	下去	xiàqù	ㄒㄧㄚˋ ㄑㄩˋ	(Ptc)	a temporal particle meaning to continue with an action

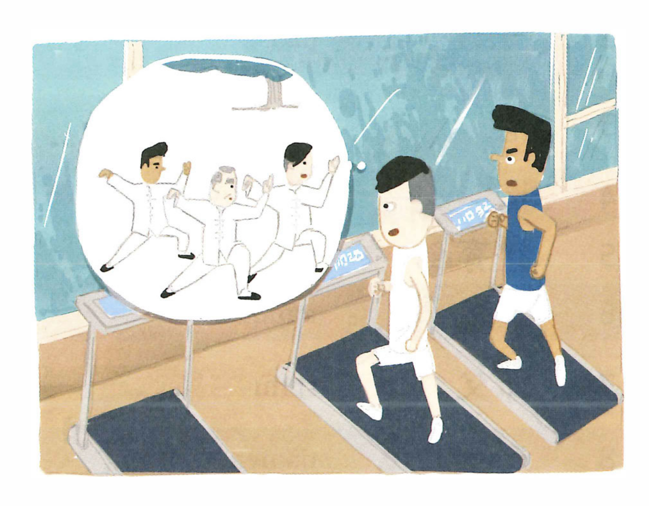
16	興趣	xìngqù	ㄒㄧㄥˋ ㄑㄩˋ	(N)	interest
17	借	jiè	ㄐㄧㄝˋ	(V)	to borrow

Phrases

18	有天分	yǒu tiānfèn	ㄧㄡˇ ㄊㄧㄢ ㄈㄣˋ	to be gifted, talented
19	學會	xué huì	ㄒㄩㄝˊ ㄏㄨㄟˋ	to learn, to master
20	起不來	qǐ bù lái	ㄑㄧˇ ㄅㄨˋ ㄌㄞˊ	can't get up (from bed)
21	走不了路	zǒu bù liǎo lù	ㄗㄡˇ ㄅㄨˋ ㄌㄧㄠˇ ㄌㄨˋ	can't walk

短文 Reading

 06-03



今天李東健跟馬安同在體育館運動的時候，安同一直跟他說學太極拳的好處，還問他有沒有興趣，下次練習的時候可以帶他一起去。

東健想起安同剛開始學功夫的時候，常跟他抱怨，師父每次練習以前，都要大家先跑一千公尺，安同總是最後一個跑完，有的時候還跑不完。現在，東健發現安同的體力比三個月以前好多了，上了整天的課，安同還是很有精神。

李東健本來以為學功夫要花很多時間，安同可能沒有時間念書了，但是安同為了多練習，每天一下課，就回宿舍念書、做功課。做完了功課，再去練習。雖然練習的時間不少，但是一點都沒影響安同的成績。

李東健看馬安同學了太極拳以後，身體健康了，功課也進步了，覺得練太極拳的好處真不少，決定明天就跟安同說他也要學太極拳。

課文簡體字版 Text in Simplified Characters

今天李东健跟马安同在体育馆运动的时候，安同一直跟他说学太极拳的好处，还问他有没有兴趣，下次练习的时候可以带他一起去。

东健想起安同刚开始学功夫的时候，常跟他抱怨，师父每次练习以前，都要大家先跑一千公尺，安同总是最后一个跑完，有的时候还跑不完。现在，东健发现安同的体力比三个月以前好多了，上了整天的课，安同还是很有精神。

李东健本来以为学功夫要花很多时间，安同可能没有时间念书了，但是安同为了多练习，每天一下课，就回宿舍念书、做功课。做完了功课，再去练习。虽然练习的时间不少，但是一点都没影响安同的成绩。

李东健看马安同学了太极拳以后，身体健康了，功课也进步了，觉得练太极拳的好处真不少，决定明天就跟安同说他也要学太极拳。

課文英譯 Text in English

While working out at the gym with Ma Antong today, Antong kept talking about the benefits of learning Tai Chi and asked Dongjian if next time he went to practice would he be interested in going with him.

Dongjian recalled that when Antong first started to study kungfu, he often complained to him about the shifu making everyone run 1km each time before practice. Antong was always the last to finish the run. Sometimes, he couldn't even finish. Dongjian has now noticed that Antong is much more fit than he was three months earlier and after a whole day of classes, he is still full of energy.

Li Dongjian originally thought that studying kungfu would take up a lot of time and that Antong might not have time to study. But in order to train more, Antong went back to the dorms each day right after classes to study and do his homework. After his homework was done, he would go to practice. Although practice took up a lot of time, it didn't affect Antong's grades at all.

Li Dongjian saw how, after he (started) studying Tai Chi, Antong was now in good health and his schoolwork had improved. He felt that there really were a lot of benefits to studying Tai Chi and decided to tell Antong the next day that he, too, would like to study Tai Chi.

生詞二 Vocabulary II

 08-04

Vocabulary

1	好處	hǎochù	ㄏㄠˇ ㄔㄨˋ	(N)	benefit
2	抱怨	bàoyuàn	ㄅㄠˋ ㄩㄢˋ	(Vi)	to complain
3	公尺	gōngchǐ	ㄍㄨㄥ ㄔˇ	(N)	meter
4	總是	zǒngshì	ㄗㄨㄥˇ ㄕˋ	(Adv)	always, invariably
5	完	wán	ㄨㄢˊ	(Ptc)	phase marker for ‘completion’, to finish...
6	體力	tǐlì	ㄊㄧˇ ㄌㄧˋ	(N)	physical strength
7	整天	zhěngtiān	ㄓㄥˇ ㄊㄧㄢ	(N)	an entire day
8	精神	jīngshén	ㄐㄧㄥ ㄕㄣˊ	(N)	spirit, energy
9	本來	běnlái	ㄅㄣˇ ㄌㄞˊ	(Adv)	originally
10	可能	kěnéng	ㄎㄜˇ ㄋㄥˊ	(Vaux)	maybe, probably
11	回	huí	ㄏㄨㄟˊ	(V)	to return to
12	影響	yǐngxiǎng	ㄧㄥˇ ㄒㄧㄤˇ	(V)	to influence, to interfere with
13	身體	shēntǐ	ㄕㄣ ㄊㄧˇ	(N)	body
14	練	liàn	ㄌㄧㄢˋ	(V)	to practice, to train, to drill

Phrases

15	想起	xiǎngqǐ	ㄒㄧㄤˇ ㄑㄧˇ		to recall

文法 Grammar

I. 見 jiàn as a Perceptual Result  08-05



Function: When 見 follows a perceptual verb, it indicates that the object of an action (such as of seeing or hearing) is perceived.

1. 昨天我在夜市看見小美了。
2. 你說的，我都聽見了。
3. 你為什麼在找書？我們都看見你把書拿回去了。

Structures:



Negation:

1. 東西在哪裡？我沒看見啊！
2. 我沒聽見他說什麼。
3. 請你再說一次，我沒聽見。

Questions:

1. 我的背包，你看見了沒有？
2. 老師說的，你是不是聽見了？
3. 張先生呢？你看見他走出來了嗎？

Usage: There's a clear difference in meaning between using a perception verb alone or with the result "見".

1. 我沒聽他說話。
2. 我沒聽見他說話。

練習 Exercise

Complete the following using 見.

1. A：人太多了，安同在哪裡啊？我________________他。
   B：我________________，他就站在學校門口。
2. 太吵了！你說什麼？我________________。
3. 是誰在唱歌？你________________嗎？
4. 我的書，你________________嗎？

II. 懂 dǒng as a Cognitive Result  08-06


英譯 p.201

Function: When a verb is followed by 懂 as a result complement, the combination indicates that 'understanding' has taken place, i.e., 'understood' through listening (聽懂) or through reading (看懂).

1. 老師說的，我都聽懂了。
2. 老師給的功課我只聽了一次，就聽懂了。
3. 老師寫的那些字，學生都看懂了。

Structures:



Negation: Negation is always 沒.

1. 他說什麼？我沒聽懂。
2. 那個電影我第一次沒看懂，第二次看懂了。
3. 老師說明了半天，可是我沒聽懂。

Questions:

1. 他剛說的，你是不是聽懂了？
2. 這些資料你都看懂了沒有？
3. 老師教的，你聽懂沒聽懂？

Usage:

1. "Complement" is a cover term in Chinese grammar for a variety of functions.
2. 懂 is a process verb and can be used alone as a main verb. It often serves as a complement to such verbs as 看 and 聽 to express the result of "understood". Compare the following sentences:

(1) 老師教的，你懂了嗎？
(2) 老師教的，你聽懂了嗎？
(3) 老師教的，你看懂了嗎？

練習 Exercise

Please complete the following sentences using "懂" as a result.

1. 他跟老師說的英文，你________嗎？
2. 你的中文進步了很多。你說的中文我都________。
3. 那些資料我得再看看，昨天我________。
4. 那個法國電影，你________沒有？

III. 會 huì as an Achievement Result


08-07


英譯 p.202

Function: 會 is an auxiliary verb but can also serve as a complement of such verbs as 學，教，練 to express the result of 'mastery' and 'achievement'.

1. 我在大學的時候學會怎麼開車。
2. 只有一個鐘頭的課，老師要教會學生怎麼寫書法很難。
3. 學生學會了用中文介紹自己。

Structures:



Negation:

1. 我學游泳只學了一個禮拜，還沒學會。
2. 師父教了兩個星期了，還沒教會馬安同太極拳最難的動作。
3. 我們都沒學會怎麼騎腳踏車。



Questions:

1. 這些字你是不是都學會了？
2. 太極拳學了這麼久，你還沒學會啊？
3. 馬安同教會那些小孩踢足球了沒有？

Usage: The auxiliary verb 會 can also be used as a state verb in very limited circustances, such as in 我會西班牙語 'I know (how to speak) Spanish'. In combination, 學會 indicates that the subject acquires some ability through learning, while 教會 indicates that the learner is given instruction and thus acquires some ability.

練習 Exercise

Please complete the following sentences using the achievement result 會 .

1. 等我____________中文，就去找工作。
2. 你覺得一年的時間，我可以____________西班牙文嗎？
3. 中文好難啊！老師教我教了這麼久，我怎麼還____________？
4. 寫字不難，很快就能____________。
5. 他一個星期就____________五十個字。

IV. Potential Capability with – 得 de – or – 不 bù–



08-08



Function: When 得 or 不 is inserted between the verb and the resultative or directional complement, the pattern expresses whether the result is potentially attainable.

1. 我看得懂中國電影。
2. 垃圾車的音樂雖然很小，但是我聽得見。
3. 早上八點，我當然起得來。
4. 師父教的這個動作很容易，每個人都學得會。

Structures:



Negation: Verb + 不 + complement

1. 我認識他，但是他的名字我想不起來。
2. 夜市太吵了，他聽不見我叫他。
3. 半夜三點太早了，誰也起不來。

Questions:

1. 老師上課，你聽得懂聽不懂？
2. 廣告上的字那麼小，你是不是看不見？
3. 只有一個星期，他們學得會學不會一百個漢字？

Usage: There is a difference between "沒 V_1 V_2" and "V_1 不 V_2". The first pattern indicates that some result was not accomplished. The second pattern indicates that some result cannot be accomplished. Compare the following examples:

1. 我沒看見那個人從七樓走上來。
2. 我在十樓，所以看不見七樓的人。

練習 Exercise

Complete the following dialogues using the potential resultative expression.

1. A：你要不要看報紙？
   B：我的中文不太好，______________中文報紙。（看懂）
2. A：你怎麼不學功夫了？
   B：太難了，我真的______________。（學會）

3. A：那幾個外國人說的英文你＿＿＿＿＿＿＿＿嗎？（聽懂）
   B：我學過幾年英文，他們說的我應該＿＿＿＿＿＿＿＿。
4. A：現在已經三點了，早上六點你＿＿＿＿＿＿＿嗎？（起來）
   B：＿＿＿＿＿＿＿＿，我習慣了。
5. A：他說什麼？
   B：音樂太吵了，我＿＿＿＿＿＿＿＿。（聽見）

V. Capability Complement 了 liǎo  08-09



Function: 了 *liǎo* is a capability complement, used only in the potential construction. 了 means that a result can be achieved.

1. 這碗牛肉麵，我一個人吃得了。
2. 這麼多書，我拿不了。
3. 颱風來了，今天晚上的喜宴我們去不了了。
4. 到現在我還忘不了第一個女朋友。

Structures:

 **Questions:**

1. 還要走半個小時，你走得了走不了？
2. 我們點了五個菜，吃得了吃不了？
3. 雪這麼大，今天我們到得了山上嗎？

Usage: 了 *liǎo* is an irregular complement. It can be used only in the potential mode, when regular complements can also be used in the actual mode, as indicated below.

	Actual		Potential	
了 *liǎo*	V 了	沒 V 了	V 得了	V 不了
	✗	✗	✓	✓

練習 Exercise

Complete the following sentences using capability complement 了 *liǎo*.

1. A：我們騎腳踏車去，一個小時＿＿＿＿＿＿＿＿嗎？（到）
   B：太遠了，一個小時＿＿＿＿＿＿＿＿。
2. A：媽，妳不需要給我那麼多錢，我＿＿＿＿＿＿＿＿。（用）
   B：在美國念書要用很多錢，我怕你錢不夠。
3. A：我們去吃晚飯吧！
   B：工作還沒做完，現在我還＿＿＿＿＿＿＿＿。（走）
4. A：你多吃一點。
   B：媽，菜太多了，我＿＿＿＿＿＿＿＿。（吃）
5. A：你不是要跟家人去越南旅行嗎？
   B：颱風來了，我們想去，可是＿＿＿＿＿＿＿＿。（去）

VI. Vs + 得 de + complement *so...that...*





Function: This pattern introduces an extent resulting from a state of affairs, "so...that...", in which 'that' corresponds to 得, which brings in a complement.

1. 我常常累得起不來，腿也痛得走不了路。
2. 天氣冷得很多人不想去上班。
3. 夜市裡到處都是人，熱鬧得像過年。

Structures:



1. 林教授的演講，複雜得我聽不懂。
2. 他去夜市買了很多東西，多得拿不了。
3. 他腿痛得跑不完一百公尺。

Questions:

1. 你是不是累得走不了了？
2. 這個房子是不是小得住不了五個人？
3. 那家麵包店賣的蛋糕是不是甜得你吃不了？

Usage: This pattern is quite compatible with exaggerations, e.g.,

1. 她精神差得好像三天沒睡覺。
2. 我餓得吃得了一百個小籠包。
3. 這個地方好玩得我不想離開。

練習 Exercise

Please complete the following dialogues using the "Vs + 得 + complement" pattern.

1. A：在台灣去餐廳吃飯很貴嗎？
   B：一點也不貴，便宜得＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
2. A：你怎麼了？
   B：天氣太熱了，熱得＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
3. A：做這個菜很難吧！
   B：不難，做這個菜容易得＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
4. A：你看！那個人好帥！
   B：是啊！他帥得＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
5. A：昨天你們去的那家餐廳怎麼樣？
   B：他們的菜好難吃，難吃得＿＿＿＿＿＿＿＿＿＿＿＿＿。

VII. To Keep on Doing Something with 下去 xiàqù





Function: 下去 is a locative V_1V_2. In this lesson, it is used as a temporal complement to an action verb, with the meaning 'to continue, to keep on'.

1. 你說得很好，請你再說下去。
2. 我們在夜市逛了很久了，你還要逛下去嗎？
3. 雖然學費不便宜，但是我還想念下去。
4. 他還沒說完，請大家聽下去。
5. 這份工作不錯，雖然薪水少，可是我還要做下去。
6. 已經三個小時了，你還要等下去嗎？我想他不會來了。
7. 外面這麼吵，你念得下去嗎？

Structures: When 下去 combines with transitive verbs, their objects are either moved to the front of the sentence or are omitted if the contexts are clear enough.

1. 這個工作，我想一直做下去。
   *我想一直做下去這個工作了。
2. 雖然很累，我還要念下去。
   *雖然很累，我還要念下去中文。

練習 Exercise

Complete the following sentences using 下去.

1. 這附近太吵了，我不想＿＿＿＿＿＿＿＿＿＿＿＿。
2. 已經下課了，可是學生還想＿＿＿＿＿＿＿＿＿＿＿＿。
3. 我需要錢，這份工作我得＿＿＿＿＿＿＿＿＿＿＿＿。
4. 中文很有用，我要＿＿＿＿＿＿＿＿＿＿＿＿。
5. 別吵，這個電影我要＿＿＿＿＿＿＿＿＿＿＿＿。
6. 他說話真沒意思，你怎麼＿＿＿＿＿＿＿＿＿＿＿＿？
7. 我要＿＿＿＿＿＿＿＿＿＿＿＿，公車一定會來。

VIII. Completion of Action with V ＋完 wán  08-12 

英譯 p.203

Function: When the particle 完 follows an action verb, it indicates the completion of the action.

1. 他們已經喝完咖啡了。
2. 你借給我的書，我都看完了。
3. 這個月的薪水，我都用完了。
4. 一千公尺我跑得完。

Structures:

Negation:

1. 別買水果了，家裡的還沒吃完呢！
2. 我還沒說完，可以再給我一點時間嗎？
3. 他工作沒做完，就去花蓮旅行了，所以老闆很不高興。

Questions:

1. 你是不是考完試了？
2. 老師給的功課，你寫完了沒有？
3. 那些電影，你看完了沒有？

Usage: 完 is a phase maker, which is attached to an action verb. When combining with separable verbs, it is inserted into the verb.

1. 我考完試，想去看電影。（*我考試完，想去看電影。）
2. 你們吃完飯，可以去夜市逛逛。
3. 我們游完泳，就回家了。

練習 Exercise

Please complete the following sentences using "完" to indicate the completion of the action.

1. 功課他還沒＿＿＿＿＿＿＿＿（做），所以還不能休息。
2. 別再給我水果了，你昨天給我的水果，我還＿＿＿＿＿＿＿＿＿＿＿＿（吃）。
3. 這次考試要念很多書，我覺得我＿＿＿＿＿＿＿＿（念）。
4. A：還有這種茶嗎？
   B：不好意思，這種茶＿＿＿＿＿＿＿＿（賣）。
5. A：你還有錢嗎？
   B：有，父母給我的錢還＿＿＿＿＿＿＿＿（用）。

語法例句英譯 Grammar Examples in English

I. 見 jiàn as a Perceptual Result

Function:

1. Yesterday, I saw Xiaomei at the night market.
2. I heard everything that you said.
3. Why are you looking for the book? We all saw you take the book back with you.

Structures:

Negation:

1. Where is it? I didn't see it.
2. I didn't hear what he said.
3. Please say that again. I didn't hear.

Questions:

1. Did you see my backpack?
2. Did you hear what the teacher said?
3. What about Mr. Zhang? Did you see him come out?

Usage:

1. I was not listening to him.
2. I didn't hear him talk.

II. 懂 dǒng as a Cognitive Result

Function:

1. I understood everything that the teacher said.
2. I understood the homework assigned by our teacher after listening to it only once.
3. The students could make out all the characters written by the teacher.

Structures:

Negation:

1. What did he say? I didn't understand him.

2. I didn't understand that movie the first time I saw it, but I did after the second time.
3. The teacher explained for a whole while, but I still didn't understand.

Questions:

1. Did you understand what he just said?
2. Did you understand all this information?
3. Did you understand what the teacher was teaching us?

Usage:

2. (1) Do you now/did you understand what the teacher taught?
   (2) Did you understand (in terms of listening) what the teacher taught?
   (3) Did you understand (in terms of reading) what the teacher taught?

III. 會 huì as an Achievement Result

1. I learned how to drive a car when I was in university.
2. It would be difficult to teach students how to write calligraphy (and do well) in just one 1-hour class.
3. The students learned how to introduce themselves in Chinese.

Structures:

Negation:

1. I have been learning how to swim for only one week. I can't quite do it yet.
2. After two weeks of classes the Master has yet to successfully teach Ma Antong the most difficult Tai Chi move.
3. None of us learned how to ride a bike.

Questions:

1. Have you learned all these characters?
2. You've been studying Tai Chi for such a long time and you haven't mastered it yet?
3. Has Ma Antong succeeded in teaching those kids to play soccer?

IV. Potential Capability with -得 de- or -不 bù-

Function:

1. I catch on to Chinese movies.
2. The music played by the garbage truck isn't loud, but I can hear it.
3. Of course, I can get up at 8a.m.
4. The movement taught by the master was so easy that anyone could learn it.

Structures:

Negation:

1. I knew him, but I just can't recall his name.
2. The night market is too noisy. He didn't hear that I was calling him.
3. 3:00 a.m. is too early for anybody to get up.

Questions:

1. Do you understand the teacher in class?
2. The text on that advertisement is so small. Can you even see it?
3. Can they learn 100 Chinese characters in only one week?

Usage:

1. I didn't see that person walk up from the 7th floor.
2. I'm on the 10th floor, so I can't see the people on the 7th floor.

V. Capability Complement 了 liǎo

Function:

1. I can finish this bowl of beef noodles.

2. I cannot carry so many books.
3. There is a typhoon coming in so we won't be going to the wedding reception tonight.
4. Even now, I still can't forget my first girlfriend.

Structures:

Questions:

1. We still need to walk half an hour. Can you make it?
2. We ordered five dishes. Will we be able to finish them all?
3. With this much snow will we able to reach the mountain today?

VI. Vs + 得 de + complement *so...that...*

Function:

1. I am often so tired that I cannot get up and my legs are hurt so much that I cannot walk.
2. The weather was so cold that many people did not want to go to work.
3. The night market is full of people. It is as bustling as Lunar New Year.

Structures:

Negation:

1. Porfessor Lin's speech was so complicated that I was not able to understand.
2. He bought a lot of stuff at the night market, so much that he could not carry it all.
3. His legs hurt so badly that he couldn't finish running 100 meters.

Questions:

1. Are you too tired to walk? (or Are you so tired that you can't walk?)
2. Is this house too small for five people to live in?
3. Are the cakes from that bakery so sweet that you can't even eat them?

Usage:

1. She has so little energy that she looks as though she hasn't slept for three days.
2. I am so hungry that I could eat 100 steamed dumplings.
3. This place is so much fun that I don't want to leave.

VII. To Keep on Doing Something with 下去 xiàqù

Function：

1. You have spoken well so far. Please continue.
2. We've walked the night market for a long time already. Do you want to continue?
3. The tuition isn't cheap, but I still want to continue studying.
4. He hasn't finished yet. Please let him speak.
5. This job isn't bad. Although the pay is low, I want to continue doing it.
6. It's been three hours. Do you still want to keep on waiting? I don't think he'll come.
7. It's so noisy outside. Can you still study?

Structures:

1. I want to keep doing this job.
2. Although I'm exhausted, I'm still going to keep on studying.

VIII. Completion of Action with V ＋完 wán

Function:

1. They've already finished drinking their coffees.
2. I've finished reading all the books you lent me.
3. I have already spent this month's salary.
4. I can run 1000 meters.

Structures:



Negation:

1. Don't buy fruit. We haven't finished the fruit at home yet.
2. I haven't finished what I want to say. Can you give me a little more time?
3. He took a trip to Hualien before finishing his work, so his boss is very unhappy.

Questions:

1. Are you finished taking your exams?
2. Have you finished the homework that the teacher gave you?
3. Did you finish watching those movies?

Usage:

1. When I finish taking the exam, I'd like to go see a movie.
2. When you finish eating, you can go walk around the night market.
3. When we finished swimming, we went home.



課室活動 Classroom Activities

I. Talking about Hobbies

Goal: Learning to talk about hobbies.

Task: Pair up with a classmate and take turns talking about your hobbies. Ask questions about your partner's hobbies. You can answer questions as shown below.






Try using the following sentence patterns:

- …看起來 / 聽起來…
- 剛開始的時候…
- 除了…，還…
- 對 + NP + state verb
- 雖然…，可是 / 但是…
- …一點也不…
- …本來…

II. Inviting Someone to an Event

Goal: Learning to invite others to events and learning how to accept or reject invitations.

Task: Pair up with a classmate and take turns asking each other to events. The person being invited can either accept or reject the invitations. The teacher can ask any pair to hold their conversation in front of the class.



III. Tell Us How You Feel

Goal: Learning to describe how I feel.

Task: Tell us how you feel based on the following scenarios. Listen to how others feel and write down the ones you think are the best descriptions.



Scenarios	Describe how you feel
感冒了	我喉嚨痛得不得了，吃不了這碗麵。
喝了一碗很辣的湯	
今天跑了五千公尺	
明天有很多考試	
昨天晚上太晚睡了	
老闆給了我很多工作	
天氣太冷了	
王小姐做了太多菜了	
這本書太舊了	
芒果好甜	

You can use the following patterns in your sentences:

- State verb + 得 + { 走不了路、喝不下去、吃不完、看不完、聽不見、起不來、學不下去、跑不完、做不了、我想…}

IV. What's the Matter?

Goal: Learning to use resultative complements to describe a situation.
Task: Pair up with a classmate. Look at the pictures and use "potential verb + result" to ask or answer questions.



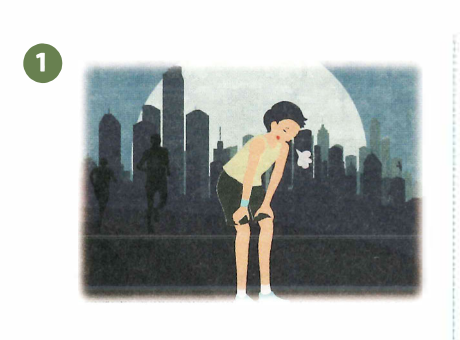
Example

A：你覺得這位先生聽得懂嗎？
B：（我覺得）他聽不懂那位小姐說的話。

"potential verb + result" you can use

吃得完 / 吃不完	起得來 / 起不來
聽得懂 / 聽不懂	拿得了 / 拿不了
學得會 / 學不會	學得下去 / 學不下去
想得起來 / 想不起來	跑得了 / 跑不了

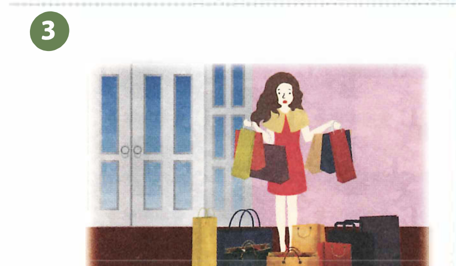
1



2



3



4



5



文化 Bits of Chinese Culture

Morning Activities in the Park

In Taiwan, senior citizens and housewives tend to exercise in the mornings. What about all the young people? Due to school and work pressure, few students and people in the labor force have time to exercise in the morning. But seniors tend to be early risers and housewives are free to do as they please after they've finished their housework.

Seniors and housewives gather with friends and neighbors in local parks and plazas, usually before 8 a.m. If you wander by one of these venues at this time, you might see an old man practicing Tai Chi（太極拳）at the foot of a tree or a group of grandmothers doing folk dances on the grass. In another part of the park, you might spot a group of housewives in sportswear doing aerobic dancing.

At 10 a.m. a song blasts out from a park pavilion–the men and women of the local karaoke club are at it again. Nearby, completely unfazed by the racket, two elderly gentlemen play a game of Chinese chess（象棋 xiàngqí）, a group of onlookers offering opinions and advice.

As the noon hour approaches, the crowd in the park gradually disperses.



▲ Dancing.



▲ Tai Chi.



▲ Playing chess.

《聯合報》鄭瓊中、黃宣翰、黃煌權／攝影



Self-Assessment Checklist

I can talk about my hobbies.

20%　40%　60%　80%　100%

I can make and understand invitations.

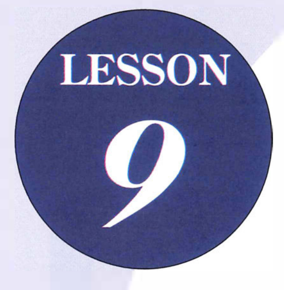
20%　40%　60%　80%　100%

I can accept and decline invitations.

20%　40%　60%　80%　100%

I can express how I feel.

20%　40%　60%　80%　100%



第九課

那個城市好漂亮

That City Is Really Beautiful

學習目標 Learning Objectives

Topic: 國家環境 National Environment

- Learning to compare two different places.
- Learning to describe things I have seen in my travels.
- Learning to express my understanding of cultural differences.
- Learning to narrate unforgettable experiences or people.



那個城市好漂亮

That City Is Really Beautiful

對話 Dialogue

09-01



美　　玲：我放春假的時候到泰國去玩了一個星期，你呢？
東　　健：我哪裡也沒去，忙著搬家。
美　　玲：都搬好了嗎？
東　　健：都搬好了。泰國怎麼樣？
美　　玲：我好喜歡，沒想到泰國這麼有特色，玩一個星期也不夠。
東　　健：真的啊！有些什麼特色呢？
美　　玲：那裡的房子很漂亮，跟法國的比起來，顏色比較多。
東　　健：聽說泰國的廟很多。

美　玲：是。泰國到處都是廟，就像法國有很多教堂一樣。
東　健：泰國的海邊怎麼樣？
美　玲：美極了。我到南部的小島去潛水，藍藍的海水非常乾淨，看得見各種顏色的魚。
東　健：聽起來好美啊！除了到處去玩，妳一定也吃了很多泰國菜吧？
美　玲：當然啊，在那裡吃的泰國菜跟我在法國吃的不一樣。
東　健：有什麼不一樣？
美　玲：在法國，沒有那麼多酸酸辣辣的菜，但是在泰國，很多菜都放了檸檬，味道比較酸。
東　健：泰國這麼好玩，妳不想回來吧？
美　玲：對啊！這些都是忘不了的經驗。如果不必上課，我一定要多住一個月。
東　健：妳下次去的時候，我可以跟妳一起去嗎？
美　玲：好，沒問題。

課文簡體字版 Text in Simplified Characters

美　玲：我放春假的时候到泰国去玩了一个星期，你呢？
东　健：我哪里也没去，忙着搬家。
美　玲：都搬好了吗？
东　健：都搬好了。泰国怎么样？
美　玲：我好喜欢，没想到泰国这么有特色，玩一个星期也不够。
东　健：真的啊！有些什么特色呢?
美　玲：那里的房子很漂亮，跟法国的比起来，颜色比较多。
东　健：听说泰国的庙很多。

美　　玲：是。泰国到处都是庙，就像法国有很多教堂一样。
东　　健：泰国的海边怎么样？
美　　玲：美极了。我到南部的小岛去潜水，蓝蓝的海水非常干净，看得见各种颜色的鱼。
东　　健：听起来好美啊！除了到处去玩，妳一定也吃了很多泰国菜吧？
美　　玲：当然啊，在那里吃的泰国菜跟我在法国吃的不一样。
东　　健：有什么不一样？
美　　玲：在法国，没有那么多酸酸辣辣的菜，但是在泰国，很多菜都放了柠檬，味道比较酸。
东　　健：泰国这么好玩，妳不想回来吧？
美　　玲：对啊！这些都是忘不了的经验。如果不必上课，我一定要多住一个月。
东　　健：妳下次去的时候，我可以跟妳一起去吗？
美　　玲：好，没问题。

課文英譯 Text in English

Meiling : Over spring break, I went to Thailand for a week. How about you?
Dongjian : I didn't go anywhere. I was busy moving.
Meiling : Are you finished moving?
Dongjian : Yes. I am done moving. How was Thailand?
Meiling : I loved it. I had no idea Thailand would be so unique. One week was not enough.
Dongjian : Really? What are some of the things that make it special?
Meiling : The houses there are pretty. Compared to France, they are much more colorful.
Dongjian : I've heard Thailand has a lot of temples.
Meiling : Yes. There are temples everywhere in Thailand. Just like there are many churches in France.
Dongjian : How is the seaside in Thailand?
Meiling : Gorgeous. I went to a small island down south to do some diving. The blue ocean water was very clean. You could see fish in a variety of colors.
Dongjian : It sounds really beautiful. In addition to going around having a good time, I gather you must have also tried a lot of Thai food?

Meiling	: That's right. The Thai food I had there was so different from the Thai food I've had in France.
Dongjian	: What was different?
Meiling	: In France, there aren't as many sour and spicy dishes. But in Thailand, a lot of dishes have lemon added to them, so they are more sour.
Dongjian	: With so much fun in Thailand, I suppose you didn't want to come back.
Meiling	: That's right. All these were unforgettable experiences. If I didn't have to go to class, I definitely would have stayed another month.
Dongjian	: Next time you go, can I go with you?
Meiling	: No problem!

生詞一 Vocabulary I

 09-02

Vocabulary

1	春假	chūnjià	ㄔㄨㄣ ㄐㄧㄚˋ	(N)	spring break
2	好	hǎo	ㄏㄠˇ	(Ptc)	As a resultative particle, it indicates a proper completion of an action.
3	到	dào	ㄉㄠˋ	(Ptc)	As a resultative particle, it indicates a successful completion of an action.
4	特色	tèsè	ㄊㄜˋ ㄙㄜˋ	(N)	unique features, distinctive traits
5	夠	gòu	ㄍㄡˋ	(Vs-pred)	enough
6	顏色	yánsè	ㄧㄢˊ ㄙㄜˋ	(N)	color
7	廟	miào	ㄇㄧㄠˋ	(N)	temple
8	像	xiàng	ㄒㄧㄤˋ	(Vst)	similar to
9	教堂	jiàotáng	ㄐㄧㄠˋ ㄊㄤˊ	(N)	church, cathedral
10	南部	nánbù	ㄋㄢˊ ㄅㄨˋ	(N)	southern region
11	潛水	qiánshuǐ	ㄑㄧㄢˊ ㄕㄨㄟˇ	(V-sep)	to dive (i.e., snorkel or scuba diving)
12	各	gè	ㄍㄜˋ	(Det)	various

13	魚	yú	ㄩˊ	(N)	fish
14	酸	suān	ㄙㄨㄢ	(Vs)	sour, tart
15	檸檬	níngméng	ㄋㄧㄥˊ ㄇㄥˊ	(N)	lemon, lime
16	味道	wèidào	ㄨㄟˋ ㄉㄠˋ	(N)	taste, flavor

Names

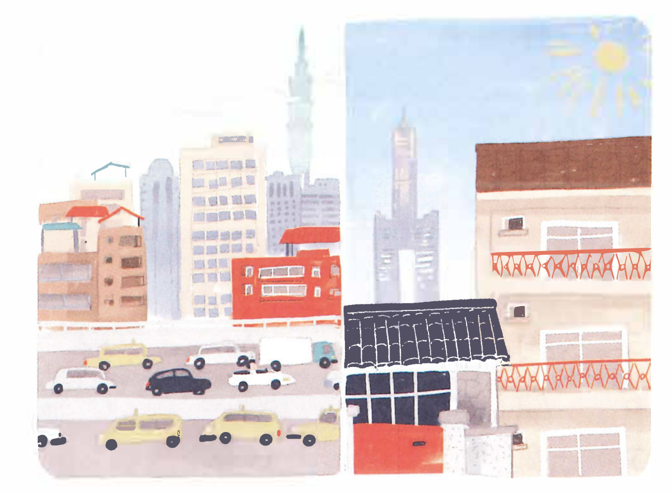
17	泰國	Tàiguó	ㄊㄞˋ ㄍㄨㄛˊ	Thailand

Phrases

18	比起來	bǐ qǐlái	ㄅㄧˇ ㄑㄧˇ ㄌㄞˊ	compared to
19	極了	jíle	ㄐㄧˊ ˙ㄌㄜ	absolutely, extremely
20	忘不了	wàng bù liǎo	ㄨㄤˋ ㄅㄨˋ ㄌㄧㄠˇ	unforgettable

短文 Reading

 09-03



高美玲利用放假的時候到處去旅行，她喜歡台北這個大城市，也喜歡中南部鄉下。因為她家在巴黎，已經習慣大城市熱鬧的氣氛，但是她覺得台灣鄉下小鎮也很有意思。

高美玲發現中南部跟台北有很多不同的地方。台北市區現代的公寓、大樓比較多，馬路寬、汽車多。中南部除了新建築，也看得見傳統的老房子。她在高雄市看見很多三層樓的房子，朋友告訴她，買得起房子的南部人，比較喜歡這種房子。

台灣不是很大，但是南部的天氣比北部好多了。夏天雖然熱得很，可是冬天不冷，而且不常下雨。美玲覺得可能天氣好，所以南部人很熱情。

台北跟中南部比起來，雖然生活費高，環境比較擠，但是美玲還是喜歡住在台北。她覺得台北到處都有餐廳、便利商店，百貨公司也很多，什麼時候都吃得到飯，也買得到飲料，所以她越來越喜歡生活方便的台北了。

課文簡體字版 Text in Simplified Characters

高美玲利用放假的时候到处去旅行，她喜欢台北这个大城市，也喜欢中南部乡下。因为她家在巴黎，已经习惯大城市热闹的气氛，但是她觉得台湾乡下小镇也很有意思。

高美玲发现中南部跟台北有很多不同的地方。台北市区现代的公寓、大楼比较多，马路宽、汽车多。中南部除了新建筑，也看得见传统的老房子。她在高雄市看见很多三层楼的房子，朋友告诉她，买得起房子的南部人，比较喜欢这种房子。

台湾不是很大，但是南部的天气比北部好多了。夏天虽然热得很，可是冬天不冷，而且不常下雨。美玲觉得可能天气好，所以南部人很热情。

台北跟中南部比起来，虽然生活费高，环境比较挤，但是美玲还是喜欢住在台北。她觉得台北到处都有餐厅、便利商店，百货公司也很多，什么时候都吃得到饭，也买得到饮料，所以她越来越喜欢生活方便的台北了。

課文英譯 Text in English

Gao Meiling uses her vacations to travel around. She likes the big city of Taipei and also likes the countryside in central and southern Taiwan. Her family is in Paris, so she is used to the hustle and bustle atmosphere of large cities, but she also thinks small towns in Taiwan are very interesting.

Gao Meiling found that there are many aspects of southern and central Taiwan that differ from Taipei. In downtown Taipei, there are more modern apartment buildings and high rises; the streets are wide and there are many cars. In central and southern Taiwan, there are new buildings, but you can also see traditional old houses. She saw a lot of three-story houses in Kaohsiung City. Her friends told her that people down south who could afford to buy houses prefer this kind of house.

Taiwan is not very big, but the weather in the south is much better than the north. It is very hot in the summers, but winters are not cold and it doesn't rain much. Meiling thinks maybe people down south are warm, because of the good weather.

Compared to central and southern Taiwan, Taipei's cost of living is high and living environment crowded, but she still prefers to live in Taipei. She feels that with restaurants and convenience stores everywhere, and the many department stores, in Taipei you can eat and buy something to drink whenever you want. She is getting to like the convenience of Taipei more and more.

生詞二 Vocabulary II



09-04

Vocabulary

1	鄉下	xiāngxià	ㄒㄧㄤ ㄒㄧㄚˋ	(N)	countryside
2	氣氛	qìfēn	ㄑㄧˋ ㄈㄣ	(N)	atmosphere
3	鎮	zhèn	ㄓㄣˋ	(N)	rural town
4	不同	bùtóng	ㄅㄨˋ ㄊㄨㄥˊ	(Vs)	different
5	現代	xiàndài	ㄒㄧㄢˋ ㄉㄞˋ	(N)	modern
6	公寓	gōngyù	ㄍㄨㄥ ㄩˋ	(N)	apartment
7	馬路	mălù	ㄇㄚˇ ㄌㄨˋ	(N)	street
8	寬	kuān	ㄎㄨㄢ	(Vs)	wide
9	汽車	qìchē	ㄑㄧˋ ㄔㄜ	(N)	car
10	建築	jiànzhú	ㄐㄧㄢˋ ㄓㄨˊ	(N)	buildings
11	老	lăo	ㄌㄠˇ	(Vs)	old
12	層	céng	ㄘㄥˊ	(M)	measure word for floors and storeys
13	北部	běibù	ㄅㄟˇ ㄅㄨˋ	(N)	the north
14	熱情	rèqíng	ㄖㄜˋ ㄑㄧㄥˊ	(Vs)	hospitable, welcoming, warmhearted
15	擠	jĭ	ㄐㄧˇ	(Vs)	crowded
16	飲料	yĭnliào	ㄧㄣˇ ㄌㄧㄠˋ	(N)	drink, beverage

Names

17	巴黎	Bālí	ㄅㄚ ㄌㄧˊ	Paris
18	高雄市	Gāoxióng Shì	ㄍㄠ ㄒㄩㄥˊ ㄕˋ	Kaohsiung City in southern Taiwan

Phrases

19	中南部	zhōngnánbù	ㄓㄨㄥ ㄋㄢˊ ㄅㄨˋ	central and southern regions
20	買得起	mǎi de qǐ	ㄇㄞˇ ˙ㄉㄜ ㄑㄧˇ	afford, affordable
21	百貨公司	bǎihuò gōngsī	ㄅㄞˇ ㄏㄨㄛˋ ㄍㄨㄥ ㄙ	department store
22	越來越	yuèláiyuè	ㄩㄝˋ ㄌㄞˊ ㄩㄝˋ	more and more, increasingly

文法 Grammar

I. All set and ready with Verb Complement 好 hǎo


09-05


英譯 p.229

Function: 好 functions as a verb complement here, meaning the action has now been properly executed and concluded.

1. 我昨天搬家。因為同學幫忙，很快就搬好了。
2. 明天的考試，我都準備好了。
3. 我把去旅行的時候需要的資料都找好了。

Structures:



Negation:

1. 雖然我已經寫了三個小時的功課，可是還沒寫好。
2. 下星期我要參加太極拳比賽，但是我還沒準備好。
3. 我還沒想好搭什麼車到台南去。

Questions:

1. 你是不是買好火車票了？
2. 她結婚需要的禮服，都準備好了沒有？
3. 這個新的工作，你一個人做得好做不好？

Usage:

1. The post-verbals 好 and 完 overlap somehow in meaning.
2. Some verbs combine with 好 fully, while others do not. See the table below.

	Actual		Potential	
	V 好	沒 V 好	V 得好	V 不好
搬	✓	✓	✓	✓
寫	✓	✓	✓	✓
想	✓	✓	✗	✗
做	✓	✓	✓	✓
準備	✓	✓	✓	✓
買	✓	✓	✗	✗
賣	✗	✗	✗	✗
吃	✗	✗	✗	✗

練習 Exercise

Complete the following sentences by following the verb with 好.

1. 老師要我們寫的作業，我都________（做）了。
2. 下禮拜去旅行的事，我都________（準備）了。
3. 放心，明天的考試我都________（練習）了。
4. 菜已經________（做）了，大家吃飯吧！
5. 我昨天搬家，能這麼快________（搬），都是因為你的幫忙。

II. *To be successful in...* with Verb Complement 到 dào





Function: When 到 serves as a verb complement, it has the meaning 'to be successful' in an action.

1. 在台灣很容易買到外國東西。
2. 我找了很久，才找到了我的手機。
3. 我們答應老師以後要天天來上課，我們得做到。

Structures:.

Negation:

1. 李東健沒想到搬家麻煩極了。
2. 今年我在台灣過生日，所以沒吃到媽媽做的蛋糕。
3. 我在百貨公司看了半天，可是我沒找到我要的。

Questions:

1. 十樓聽得到聽不到汽車的聲音？
2. 你喜歡的水果，在台灣是不是買得到？
3. 小美的電話，你找到了沒有？

Usage:

1. Perception verbs like 看 and 聽 can combine with either 到 or 見 with the same meaning. 到 is commoner (more common) in Taiwan, whereas 見 is commoner on the mainland.
   (1) 我看見馬安同在打太極拳。
   (2) 我看到馬安同在打太極拳。

2. The complement 到 can be used in all the pattern combinations, i.e., 看到—沒看到—看得到—看不到.

3. 沒想到 has become idiomatic. It often occurs at the beginning of a sentence to express the speaker's surprise. 想不到 means and behaves the same as 沒想到.
   (1) 沒想到你爸爸這麼會做菜。
   (2) 想不到你爸爸這麼會做菜。

練習 Exercise

Please complete the following sentences using the complement 到 .

1. 外面好吵，你__________（聽）老師說的話嗎？
2. 你喜歡的那枝筆，__________（買）了嗎？
3. 我想騎腳踏車到陽明山去，可是我覺得我__________（騎）。
4. 在日本__________（吃）跟台灣一樣的牛肉麵。
5. 老師說要從學校跑到台北 101，你__________（跑）嗎？

III. Comparison with 比起來 bǐ qǐlái  09-07



Function: Two nouns are compared with the phrase 比起來 , and then a choice or a preference is made.

1. 跟美國的書比起來，台灣的比較便宜。
2. 中文跟英文比起來，李東健覺得中文容易一點。
3. 跟住在大城市比起來，鄉下舒服多了。

Structures: In this pattern, 比 is the main verb, and its preposition is 跟 that connects A and B. The pattern cannot be negated.



Questions:

1. 巴黎跟紐約比起來，哪個城市的冬天比較冷？
2. 打太極拳跟踢足球比起來，哪個比較累？
3. 跟那家店的麵包比起來，這家店的怎麼樣？

Usage:

1. In the pattern 'A 跟 B 比起來，…', A can be omitted if it is also the subject in the main clause.

   (1)（你哥哥）跟我哥哥比起來，你哥哥高多了。
   (2)（泰國菜）跟法國菜比起來，泰國菜比較酸。

2. The preposition 跟 in this pattern can be replaced by 和. For example: 和烏龍茶比起來，咖啡真的比較貴。'Compared to Oolong tea, coffee is more expensive indeed'.

3. In the main (the second) clause in the pattern, adverbs or (post-verbal) complements of degree must be used, such as 比較 'relatively', 多了 'much more', or 一點兒 'a little bit'.

   (1) 跟你妹妹比起來，我妹妹比較矮。

   (2) 日本的冬天跟台灣的比起來，日本冷多了。

練習 Exercise

Please express your opinion based on what you see in the pictures below using the 比起來 pattern.

1. 3500元 16000元
   貴 / 好看

2. 熱鬧

3. 38℃ 30℃ 20℃
   舒服 / 熱

4. 熱 hot
   中文 英文
   難 / 容易
   好寫 / 難寫

5. 泰國菜 日本菜
   酸 / 辣

IV. 像 xiàng…一樣 yíyàng… *is just like...*


09-08



Function: The pattern is used when we wish to point to the resemblances between two things or between two situations, i.e., A is just like B (in that...); A is true in the way that B is true. A/B may be NP, VP or S.

1. A/B is an NP.

(1) 台灣的水果像越南的水果一樣好吃。
(2) 花蓮的海邊像馬安同國家的海邊一樣漂亮。
(3) 現在的手機像電腦一樣方便，都可以上網。

2. A/B is a VP.

(1) 他很有錢，買房子就像買車子一樣容易。
(2) 學語言像學做菜一樣，多練習就會學得好。
(3) 他的體力很好，跑三千公尺就像走路一樣輕鬆。

3. A/B is a clause.

(1) 泰國有很多廟，就像法國有很多教堂一樣。
(2) 哥哥喜歡喝咖啡，就像爸爸喜歡喝烏龍茶一樣。
(3) 李東健收到女朋友送的手機，就像他拿到獎學金一樣高興。

Structures:

Negation:

1. 妹妹不像姐姐一樣，那麼常買新衣服。
2. 馬安同今年過生日的氣氛不像去年一樣熱鬧。
3. 那個餐廳做的菜不像以前一樣那麼有特色。

Questions:

1. 高美玲的中文是不是說得像台灣人一樣好？
2. 你覺得教英文是不是像教西班牙文一樣容易？
3. 你們家準備結婚是不是像我們家準備結婚一樣麻煩？

Usage: The A-not-A pattern can work with ‘A 跟 B 一樣’, but it does not work with ‘A 像 B 一樣’.

小籠包跟包子一樣不一樣？
*小籠包像包子一樣不一樣？

練習 Exercise

Discuss with your classmates various aspects of the following countries and then express your opinion.

	天氣 (冷 / 熱)	國家 (大 / 小)	生活費 (高 / 低)	房租 (貴 / 便宜)	菜的味道	交通
台灣						
你們國家						

V. Adverbial Complements 極了 jí le, 得不得了 de bùdéliǎo, 得很 de hěn *terribly, extremely*



Function: The intensification of states is usually marked with pre-verbal adverbs, such as 很 or 非常, but in a few instances, intensification is also possible by adverbial complements after the state verbs.

1. 你做的日本菜好吃極了。
2. 我沒吃中飯，現在餓極了。
3. 張教授婚禮的氣氛熱鬧得不得了。

Structures: Intensification by complements comes in two patterns.

1. Without 得 de: V + (極了，多了，一點)
   (1) 泰國菜比日本菜辣多了。
   (2) 大城市有捷運，交通會方便一點。

2. With 得 de: V + 得 + (多，不得了，很)

(1) 打了太極拳以後，精神好得很。

(2) 房租便宜比光線好重要得多。

Questions:

1. 紐約的生活費是不是比這裡高得多？
2. 漢字對你是不是難得不得了？
3. 巴黎秋天的天氣應該舒服得很吧？

Usage:

1. Both 'Vs ＋得很' (in examples (2) and (4) below) and '很＋ Vs' (in examples (1) and (3) below) express intensification. 'Vs ＋得很' is more spoken and provides a much stronger emphasis than pre-verbal adverbs. Also, it has been stated previously that when 很 acts as a necessary marker in front of state verbs there is no intensification function. (book1, lesson1)

(1) 檸檬魚的味道很酸。

(2) A：檸檬魚的味道酸嗎？

B：是啊，檸檬魚的味道酸得很。

(3) 打太極拳很累。

(4) 我覺得打太極拳很輕鬆，可是安同說累得很。

2. The intensifiers '極了', '得不得了' and '得很' cannot be used together with '比', as in examples (1) and (2) below, however complements '得多' and '多了' can be used together with '比', as in examples (3) and (4) below.

(1) *巴黎的建築比高雄的漂亮極了。

(2) *大城市的馬路比鄉下的寬得很。

(3) 這個小鎮的氣氛比以前熱鬧得多。

(4) 用提款機提錢比到銀行去便利多了。

練習 Exercise

Describe the pictures below in your own words.

1. 累 / 有意思
2. 熱 / 冷 / 舒服 / 濕
3. 好喝 / 健康
4. 好吃 / 辣 / 貴 / 便宜
5. 高興

VI. Verb Complement 起 qǐ *to be able to afford*


09-10



Function: 起 is a verb complement, with the meaning 'to (have enough money to) afford doing something'.

1. 公寓太貴，我當然買不起。
2. 雖然套房不太便宜，但是我租得起。
3. 誰都吃得起台灣小吃。

Structures: 起 can only be used in the potential pattern, i.e.,
V+ 得 + 起 , V+ 不 + 起 ; *買起 , *沒買起.

Negation:

1. 我是學生，付不起一個月兩萬塊的房租。
2. 雖然我開始工作了，但是還買不起台北市區的房子。
3. 陳教授開的是有名的法國車，可是我開不起那麼好的車。



Questions:

1. 這件新娘禮服這麼貴，要結婚的人租得起嗎？
2. 我們住得起住不起一個晚上一萬多塊的旅館？
3. 小陳用的那種照相機，我們買得起買不起？

Usage:

1. Only a limited number of verbs can combine with 起, including: 吃 ‘eat’, 喝 ‘drink’, 買 ‘buy’, 住 ‘live’, 租 ‘rent’, 穿 ‘wear’, 用 ‘use’, 付 ‘pay’. The meaning is constant, i.e., to have enough money for such actions.

2. 起 can also combine with 看 ‘look’, forming 看得起 ‘respect someone’, and 看不起 ‘look down upon someone’, e.g.,

   (1) 他做了那麼多壞事，朋友怎麼看得起他。

   (2) 對父母不好的人，大家會看不起。

練習 Exercise

Please complete the following sentences by following the verb with 起.

1. 那件西裝一萬多塊，雖然好看，但是我__________（買）。
2. 那家餐廳的小籠包有點貴，你__________（請）嗎？
3. 打工的薪水還沒發，我現在__________（吃）這麼貴的餐廳。
4. 雖然這間套房每個月房租要六千塊，我還__________（付）。
5. 一杯咖啡五百塊，誰__________（喝）這麼貴的咖啡？

語法例句英譯 Grammar Examples in English

I. All set and ready with Verb Complement 好 hǎo

Function:

1. I moved yesterday. Because my classmates helped, I moved very quickly.
2. I am all prepared for tomorrow's exam.
3. I've collected all the information I'll need for my trip.

Structures:



Negation:

1. Although I've been working on the homework for three hours, I still haven't finished it yet.
2. Next week, I'm competing in a Tai Chi competition, but I'm not ready yet.
3. I haven't decided what mode of transportation to take to go to Tainan.

Questions:

1. Have you already bought the train tickets?
2. Is the gown she'll need for the wedding all set and ready?
3. Are you able to do this new work by yourself?

II. *To be successful in...* with Verb Complement 到 dào

Function:

1. In Taiwan, it is easy to buy foreign goods.
2. I looked for a long time before I found my cell phone.
3. We promised the teacher that in the future we'll come to class every day, so we have to make good on that.

Structures:

Negation:

1. Li Dongjian did not expect moving to be such a big hassle.
2. This year, I had my birthday in Taiwan, so I didn't get to eat a cake made by my mom.
3. I looked around the department store for a long time, but I didn't find what I wanted.

Questions:

1. Can you hear cars from the 10th floor?
2. Can you buy the fruit you like in Taiwan?
3. Did you find Xiaomei's phone number?

Usage:

1. (1) I saw Ma Antong practicing Tai Chi.
   (2) I saw Ma Antong practicing Tai Chi.

3. (1) I had no idea your dad could cook so well.
   (2) I had no idea your father could cook so well.

III. Comparison with 比起來 bǐ qǐlái

Function:

1. Compared to American books, Taiwanese books are cheaper.
2. Comparing Chinese and English, Li Dongjian finds Chinese is a bit easier.
3. Compared to living in big cities, living in the countryside is much more comfortable.

Structures:

Questions:

1. When you compare Paris and New York, which city is colder in the winter?
2. Comparing Tai Chi with soccer, which one would make you feel tired easily?
3. Compared to that shop's bread, how is this shop's?

Usage:

1. (1) (Your brother) compared to my brother, your brother is much taller.
   (2) (Thai cuisine) compared to French cuisine, Thai cuisine is more sour.

3. (1) Compared to your younger sister, my kid sister is relatively short.
   (2) Compared to Taiwan's, Japan's winter is much colder.

IV. 像 xiàng…一樣 yíyàng… *is just like…*

Function:

1. (1) Taiwanese fruit tastes just as good as Vietnamese fruit.
   (2) The beach at Hualien is just as beautiful as the beach in Ma Antong's country.
   (3) Now, cell phones are just as convenient as computers in that they can both go on-line.

2. (1) He's rich. He can buy a house as easily as he can buy a car.
   (2) Learning a language is like learning how to cook: practice a lot and you'll learn it well.
   (3) He's in good shape. Running 3,000 meters is as easy as walking for him.

3. (1) Thailand has many temples, just like France has many cathedrals.
   (2) My big brother likes to drink coffee in much the same way that my dad likes to drink Oolong tea.
   (3) Li Dongjian was as happy when he received the cell phone from his girlfriend as he was when he received the scholarship.

Structures:

Negation:

1. The younger sister is not like her older sister, who often buys new clothes.
2. The atmosphere for Ma Antong's birthday party this year is not as fun and lively as last year's.
3. The food at that restaurant is not as unique as it once was.

Questions:

1. Does Gao Meiling speak Chinese as well as Taiwanese people do?
2. Do you think teaching English is as easy as teaching Spanish?
3. Are wedding preparations as much of a hassle in your family as they are in ours?

Usage:

Are xiaolongbao the same as steamed buns?

V. Adverbial Complements 極了 jí le, 得不得了 de bùdéliǎo, 得很 de hěn *terribly, extremely*

Function:

1. The Japanese dishes you prepared are really delicious.
2. I didn't have any lunch and I'm starving now.
3. The atmosphere at Professor Zhang's wedding was incredibly lively.

Structures:

1. (1) Thai food is much more spicy than Japanese food.
   (2) With the metro, it's easy to get around in the city.

2. (1) Practicing Tai Chi makes me feel a lot more energetic.
   (2) Cheap rent is more important than good lighting.

Questions:

1. The cost of living in New York is much higher than here, right?
2. Chinese characters are terribly difficult for you, right?
3. I gather that fall weather in Paris is really nice.

Usage:

1. (1) Lemon fish has a very sour flavor.
   (2) A: Is lemon fish sour?
   B: Yes, lemon fish is extremely sour.
   (3) Tai Chi is very tiring.
   (4) I think Tai Chi is relaxing, but Antong said it is exhausting.

2. (3) This little town is much more exciting than it used to be.
   (4) Using an ATM to take out money is much easier than going to the bank.

VI. Verb Complement 起 qǐ *to be able to afford*

Function:

1. Apartments are too expensive. Obviously, I cannot afford to buy one.
2. Although the rent for a suite (i.e., a room with a bath) is not cheap, I can still afford one.
3. Anyone can afford eating Taiwanese delicacies.

Structures:

Negation:

1. I'm a student. I can't afford NT$20,000 a month for rent.
2. Even though I've started working, I still can't afford an apartment in central Taipei City.
3. Professor Chen drives a well-known French made car, but I can't afford something so nice.

Questions:

1. This bride's dress is so expensive. Can people getting married afford to rent one?
2. Can we afford to stay in a hotel room that costs more than NT$10,000 a night?
3. Can we afford the kind of camera that Xiao Chen uses?

Usage:

2. (1) He has done so many bad things. How can his friends think highly of him?
   (2) People don't think highly of people who treat their parents badly.



I. How Much Do I Know about That Country?

Goal: Learning unique things about different countries.
Task: Each student is to write down what is unique about their country and report to the class. Other students can ask questions about the unique features being reported and provide their opinions.

Example	泰國	同學說	我覺得…
1	食物味道	酸、辣	
2	天氣		
3	建築		
4	有名的風景		
5	東西的價錢 (jiàqián, price)		
6	語言		
7	人		

II. Where Would You Like to Live?

Goal: Learning how to talk about things that I like or dislike about a living environment.

Task: Pair up with a classmate and discuss the pros and cons of living in the city versus the countryside. Ask your partner where he/she would like to live and report to the class.

	A 大城市	B 鄉下
吃	東西很多	便宜
住	很貴	便宜
交通	方便	不方便
買東西	方便	便宜
生活環境	複雜	光線好
人	很多	很少

他喜歡住在＿＿＿＿＿＿＿＿＿＿，

因為＿＿＿＿＿＿＿＿＿＿跟＿＿＿＿＿＿＿＿＿＿比起來，

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿，

而且＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

雖然＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿，

但是＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

Example

他喜歡住在大城市，因為大城市跟鄉下比起來，大城市的交通比較方便，而且吃的東西很多。雖然鄉下的東西比較便宜，但是他還是喜歡住在大城市。

III. Food and Feelings

Goal: Learning to talk about the effects food has on a person's emotional state.

Task: Interview a classmate and ask what kind of food they eat when they feel down. Is there a certain smell that makes them feel better? (Prepare a picture of the object with the pinyin for the interview.)

A：你不高興的時候，你想吃什麼？為什麼？

B：如果我不高興的時候，

我想吃（味道）________一點的東西，

像________一樣的東西。

因為________（東西名字）

吃/喝/看 起來________，所以只要吃了

________（東西）以後，

我就會________了。

	補充詞 Supplementary Vocabulary				
東西的味道	酸	甜	苦 (kǔ) bitter	辣	鹹 (xián) salty

IV. Which is the Most Beautiful City?

Goal: Learning to tell people which city I think is the most beautiful.
Task: Each student is to talk about the city they think is the most beautiful and explain why. Is it the scenery? Is it the buildings? Is it the rich history and culture? Is it the friendly people?

V. An Unforgettable Event or Person

Goal: Learning to talk about an unforgettable event or person.
Task: Is there an event or person that you can't forget? Tell us what/who it is and what makes that person or event unforgettable.

Example

我忘不了的事情是，小時候常常搬家。因為搬家太麻煩了。雖然搬家很累，但是可以認識新朋友。

1. 我忘不了的事情是…，因為…
2. 我忘不了的人是…，因為她／他…

文化 Bits of Chinese Culture

Taiwan's Historic Architecture

From 1624 to 1662, Holland controlled most of Taiwan with southern Taiwan as its administrative center. The Spanish governed northern Taiwan from 1624 to 1662, their rule extending over what today are the areas of Taipei, Taoyuan, and Yilan. In Tainan, many Dutch colonial buildings are still extant, including Anping Fort (Dutch: Fort Zeelandia), dating from 1630, and Chikan Tower 赤崁城 (Dutch: Fort Provintia), built in 1650.



Shengshing Train Station.

In 1628, the Spanish colonial government built Fort San Domingo–now known as Hongmao Castle 紅毛城–in the Danshui area of Taiwan's northwest coast.


Chikan Tower, a.k.a, Fort Provintia.

In 1895, China ceded Taiwan to Japan after the First Sino-Japanese War and Taiwan remained a Japanese colony for fifty years. In their half-century of colonial rule, the Japanese constructed a great number of buildings, many of which can still be seen today, such as the Hsinchu, Taichung, Tainan, and Kaohsiung train stations. Buildings erected in Taipei during the latter part of the Japanese period include the baroque-style Taiwan Sotokufu, residence of the Japanese Governor-General (today's Presidential Palace), the Control Yuan, the National Taiwan University Hospital, the Taiwan Liquor and Tobacco Corporation headquarters, the College of Liberal Arts on the National Taiwan University campus.


Office of the President, R.O.C. (Taiwan) ／達志影像


Fort Santo Domingo.





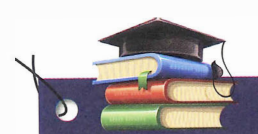
Lukang Folk Arts Museum.



Zhudong Train Station.



Taipei Guest House.



Self-Assessment Checklist

I can compare two different places.

20% 40% 60% 80% 100%

I can describe things I have seen in my travels.

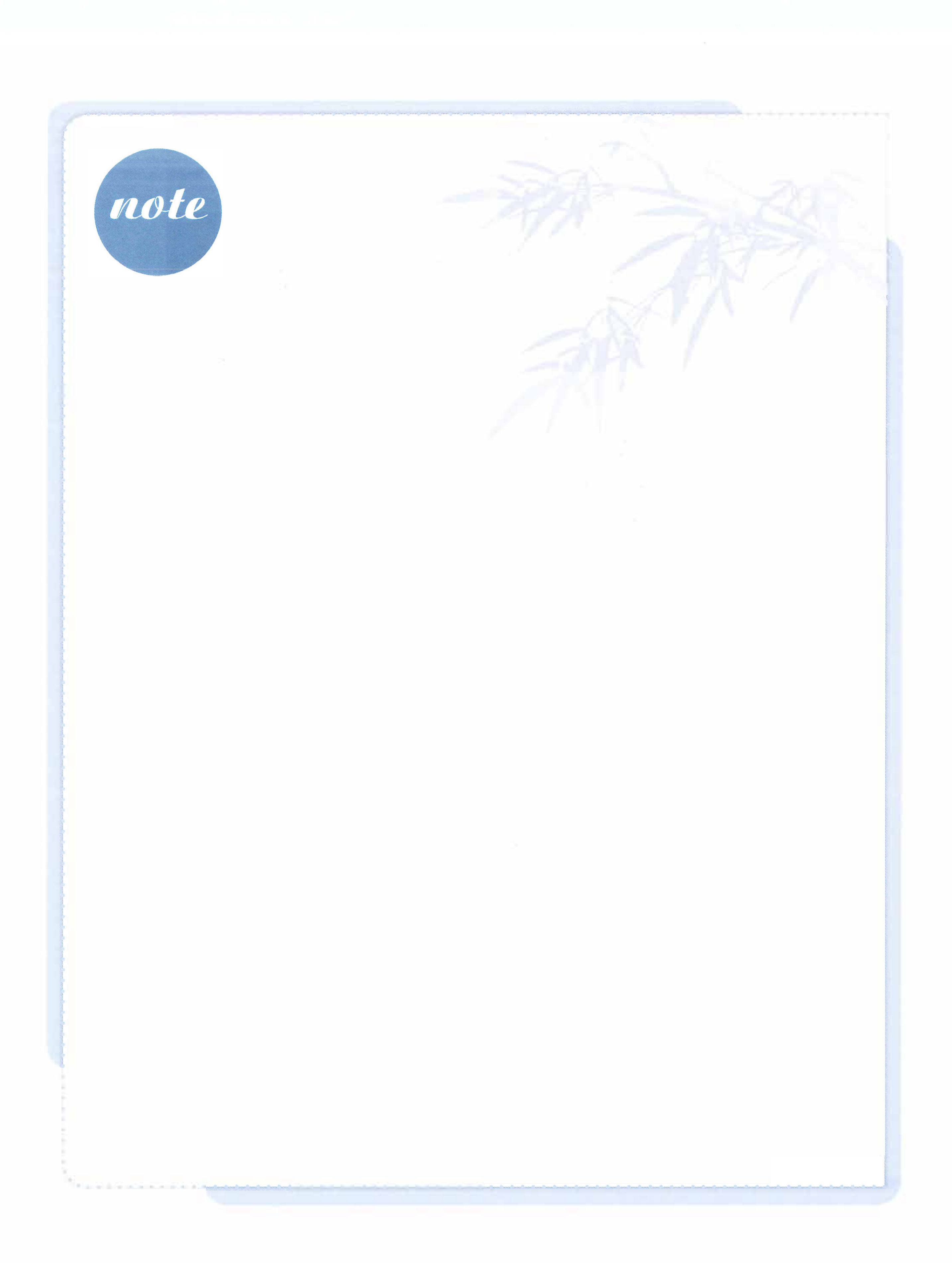
20% 40% 60% 80% 100%

I can express my understanding of cultural differences.

20% 40% 60% 80% 100%

I can describe unforgettable experiences or people.

20% 40% 60% 80% 100%


note



LESSON 10

第十課 歡迎到我家來包餃子

Come to My Place to Make Dumplings

學習目標 Learning Objectives

Topic: 交際 Socializing

- Learning to explain how to make a dish.
- Learning to talk about ingredients.
- Learning to introduce the cuisines found in my country.
- Learning to express surprise.



歡迎到我家來包餃子

Come to My Place to Make Dumplings

對話 Dialogue



10-01



張老師：歡迎，歡迎，大家請進，不要脫鞋。月美，麻煩妳關門。

月美：謝謝老師請我們來包餃子，我也帶了我們越南的春捲。

東健：張老師，這是我做的韓國泡菜。

張老師：看不出來你還會做泡菜！馬丁、高美玲，你們也帶東西來了啊？

馬丁：我們剛剛去超市買了水果跟飲料。老師，你們家的飯廳真大。

美　　玲：老師家的飯廳應該坐得下十個人吧？
張老師：坐得下，所以請你們幾個人一起來吃飯沒問題。
東　　健：老師，我們要幫忙準備什麼？
張老師：我把包餃子的東西都準備好了，你們去把手洗一洗，我們就開始包吧！
美　　玲：這是我第一次包餃子，你們包過嗎？
月　　美：我跟馬丁以前上過做菜的課，包過水餃，對不對？
馬　　丁：包過，可是我包的水餃一煮就壞了。
張老師：不是壞了，是煮破了。如果你們沒把餃子包好，一煮就破了。
東　　健：老師，您看我這麼包，對嗎？
張老師：很好，不過你還可以多放一點餡兒，如果扁扁的，看起來就不像餃子了。
月　　美：老師，我們五個人要包多少餃子？
張老師：我準備的材料大概可以包一百多個，再做幾道菜，還有一大碗酸辣湯，應該夠了。大家一定都吃得飽。
美　　玲：馬丁，你來以前不是一直說餓嗎？你能吃幾個餃子？
馬　　丁：我想我吃得下二十個，要是妳吃不完，我可以幫妳吃。
張老師：大家最好能把餃子都吃光。你們包，我去把鍋子洗了，就要準備煮餃子了。
月　　美：老師，我幫您把筷子和碗放在桌上。

課文簡體字版 Text in Simplified Characters

张老师：欢迎，欢迎，大家请进，不要脱鞋。月美，麻烦妳关门。
月美：谢谢老师请我们来包饺子，我也带了我们越南的春卷。
东健：张老师，这是我做的韩国泡菜。
张老师：看不出来你还会做泡菜！马丁、高美玲，你们也带东西来了啊？
马丁：我们刚刚去超市买了水果跟饮料。老师，你们家的饭厅真大。
美玲：老师家的饭厅应该坐得下十个人吧？
张老师：坐得下，所以请你们几个人一起来吃饭没问题。
东健：老师，我们要帮忙准备什么？
张老师：我把包饺子的东西都准备好了，你们去把手洗一洗，我们就开始包吧！
美玲：这是我第一次包饺子，你们包过吗？
月美：我跟马丁以前上过做菜的课，包过水饺，对不对？
马丁：包过，可是我包的水饺一煮就坏了。
张老师：不是坏了，是煮破了。如果你们没把饺子包好，一煮就破了。
东健：老师，您看我这么包，对吗？
张老师：很好，不过你还可以多放一点馅儿，如果扁扁的，看起来就不像饺子了。
月美：老师，我们五个人要包多少饺子？
张老师：我准备的材料大概可以包一百多个，再做几道菜，还有一大碗酸辣汤，应该够了。大家一定都吃得饱。
美玲：马丁，你来以前不是一直说饿吗？你能吃几个饺子？
马丁：我想我吃得下二十个，要是妳吃不完，我可以帮妳吃。
张老师：大家最好能把饺子都吃光。你们包，我去把锅子洗了，就要准备煮饺子了。
月美：老师，我帮您把筷子和碗放在桌上。

課文英譯 Text in English

Teacher Zhang	:	Welcome! Welcome! Everybody come on in. Don't take your shoes off. Yuemei, would you please close the door?
Yuemei	:	Thank you, Teacher Zhang, for having us over to make dumplings. I brought some Vietnamese spring rolls.
Dongjian	:	Teacher Zhang, this is some kimchi that I made.
Teacher Zhang	:	I couldn't tell by looking at you that you could make kimchi. Martin and Gao Meiling, you brought some things also?
Martin	:	We stopped by the supermarket and got some fruit and drinks just now. Teacher Zhang, your dining room is huge.
Meiling	:	I gather the dining room should be able to sit ten.
Teacher Zhang	:	Absolutely. So inviting you few over to eat isn't a problem.
Dongjian	:	Teacher Zhang, can we help get anything ready?
Teacher Zhang	:	I have everything needed to wrap the dumplings ready. You guys go ahead and go wash your hands and we can start wrapping.
Meiling	:	This is my first time making dumplings. Have any of you done it before?
Yuemei	:	Martin and I took cooking classes before and we made dumplings, right?
Martin	:	Yes, we did. But the dumplings I made went bad as soon as they were put in the pot.
Teacher Zhang	:	They didn't "go bad". They split open. If you don't wrap them well, they split as soon as they are put in.
Dongjian	:	Teacher Zhang, am I doing this right?
Teacher Zhang	:	Very good. But you can still put a bit more filling in them. If they are too flat, they don't look like proper dumplings.
Yuemei	:	Teacher Zhang, how many do the five of us need to make?
Teacher Zhang	:	We should be able to make over 100 with the ingredients I prepared. I will make a few more dishes and a big bowl of hot and sour soup. That should be enough for everybody to eat their fill.
Meiling	:	Martin, didn't you keep saying you were hungry before you came? How many dumplings can you eat?
Martin	:	I think I can eat 20. If you can't finish yours, I can help you with them.
Teacher Zhang	:	It would be great if everyone could finish all of the dumplings. You all wrap. I'll go wash the wok and we can get ready to cook the dumplings.
Yuemei	:	Teacher Zhang, I'll put the chopsticks and bowls on the table for you.

生詞一 Vocabulary I

 10-02

People in the Dialogue

1	馬丁	Mădīng	ㄇㄚˇ ㄉㄧㄥ		Martin, a man from the UK

Vocabulary

2	包	bāo	ㄅㄠ	(V)	to wrap
3	餃子	jiǎozi	ㄐㄧㄠˇ ˙ㄗ	(N)	dumplings
4	脫	tuō	ㄊㄨㄛ	(V)	to remove, to take off (clothing)
5	鞋	xié	ㄒㄧㄝˊ	(N)	shoes
6	關	guān	ㄍㄨㄢ	(V)	to close
7	門	mén	ㄇㄣˊ	(N)	door
8	春捲	chūnjuǎn	ㄔㄨㄣ ㄐㄩㄢˇ	(N)	spring rolls
9	泡菜	pàocài	ㄆㄠˋ ㄘㄞˋ	(N)	kimchi, pickled vegetables
10	飯廳	fàntīng	ㄈㄢˋ ㄊㄧㄥ	(N)	dining room
11	下	xià	ㄒㄧㄚˋ	(Ptc)	to have enough space to accommodate
12	洗	xǐ	ㄒㄧˇ	(V)	to wash
13	做菜	zuòcài	ㄗㄨㄛˋ ㄘㄞˋ	(V-sep)	to cook
14	水餃	shuǐjiǎo	ㄕㄨㄟˇ ㄐㄧㄠˇ	(N)	dumplings (when boiled in water)
15	煮	zhǔ	ㄓㄨˇ	(V)	to cook, to boil
16	壞	huài	ㄏㄨㄞˋ	(Vp)	to go bad
17	破	pò	ㄆㄛˋ	(Vp)	to break, to split open
18	餡兒	xiànr	ㄒㄧㄢˋ ㄦ	(N)	filling
19	扁	biǎn	ㄅㄧㄢˇ	(Vs)	flat
20	材料	cáiliào	ㄘㄞˊ ㄌㄧㄠˋ	(N)	ingredients
21	道	dào	ㄉㄠˋ	(M)	measure word for dishes of food
22	飽	bǎo	ㄅㄠˇ	(Vs)	to have eaten enough, to be full
23	光	guāng	ㄍㄨㄤ	(Ptc)	to be finished, none left

24	鍋子	guōzi	ㄍㄨㄛ ˙ㄗ	(N)	pot, kettle, pan, wok
25	筷子	kuàizi	ㄎㄨㄞˋ ˙ㄗ	(N)	chopsticks
26	碗	wǎn	ㄨㄢˇ	(N)	bowl

Names

27	韓國	Hánguó	ㄏㄢˊ ㄍㄨㄛˊ		(South) Korea

Phrases

28	看不出來	kàn bù chūlái	ㄎㄢˋ ㄅㄨˋ ㄔㄨ ㄌㄞˊ		It does not occur to me that..., can't tell (i.e., ascertain)
29	酸辣湯	suānlà tāng	ㄙㄨㄢ ㄌㄚˋ ㄊㄤ		hot and sour soup

短文 Reading

 10-03

這個學期，馬丁、陳月美、高美玲和李東健都是張老師的學生，他們趁學期結束以前的一個週末，到張老師家包餃子。張老師已經把餃子餡兒跟餃子皮都準備好了。到了老師家以後，張老師就教他們怎麼包餃子，怎麼把餃子包得好看，怎麼包不容易煮破。



除了包餃子，李東健跟陳月美還帶了自己做的韓國泡菜和越南春捲請大家吃。大家嚐了泡菜都說看不出來李東健會做泡菜。李東健說他是跟媽媽學的，做起來不太難。先把大白菜洗乾淨，加鹽拌一拌，再放辣椒和調味料，最後裝進玻璃或是塑膠罐裡，放一下就可以吃了。

張老師也說，像中國的餃子、韓國的泡菜，或是越南的春捲、日本的壽司，材料很容易買得到，做起來也不難，都是大家常吃的食物。

課文簡體字版 Text in Simplified Characters

这个学期，马丁、陈月美、高美玲和李东健都是张老师的学生，他们趁学期结束以前的一个周末，到张老师家包饺子。张老师已经把饺子馅儿跟饺子皮都准备好了。到了老师家以后，张老师就教他们怎么包饺子，怎么把饺子包得好看，怎么包不容易煮破。

除了包饺子，李东健跟陈月美还带了自己做的韩国泡菜和越南春卷请大家吃。大家尝了泡菜都说看不出来李东健会做泡菜。李东健说他是跟妈妈学的，做起来不太难。先把大白菜洗干净，加盐拌一拌，再放辣椒和调味料，最后装进玻璃或是塑胶罐里，放一下就可以吃了。

张老师也说，像中国的饺子、韩国的泡菜，或是越南的春卷、日本的寿司，材料很容易买得到，做起来也不难，都是大家常吃的食物。

課文英譯 Text in English

This semester, Martin, Chen Yuemei, Gao Meiling, and Li Dongjian are all Teacher Zhang's students. They are taking advantages of a weekend before the semester ends to go to Teacher Zhang's home to make dumplings. Teacher Zhang has already prepared the fillings and dumpling skins. After they arrive, Teacher Zhang teaches them how to wrap the dumplings, how to make them look good, and how to wrap them so they won't split open when cooked.

In addition to making dumplings, Li Dongjian brought kimchi and Chen Yuemei brought Vietnamese spring rolls that they made themselves for everyone to eat. Everyone who tastes the kimchi says you could never tell by looking at Li Dongjian that he could make kimchi. Li Dongjian says he learned how to make kimchi from his mom, and it is not all that hard to make. First, wash the Chinese cabbage, add salt and mix. Then, add some chili peppers and seasoning. Lastly, pack everything into a glass or plastic container and let it sit a bit and it will be ready to eat.

Teacher Zhang also says that for commonly eaten foods such as dumplings in China, kimchi in Korea, spring rolls in Vietnam, or sushi in Japan, the ingredients are readily available and it's easy to make.

生詞二 Vocabulary II

 10-04

Vocabulary

1	學期	xuéqí	ㄒㄩㄝˊ ㄑㄧˊ	(N)	semester
2	趁	chèn	ㄔㄣˋ	(Prep)	while, take advantage of
3	皮	pí	ㄆㄧˊ	(N)	skin, wraps
4	嚐	cháng	ㄔㄤˊ	(V)	to savor, to taste
5	大白菜	dàbáicài	ㄉㄚˋ ㄅㄞˊ ㄘㄞˋ	(N)	Chinese cabbage
6	加	jiā	ㄐㄧㄚ	(V)	to add
7	鹽	yán	ㄧㄢˊ	(N)	salt
8	拌	bàn	ㄅㄢˋ	(V)	to stir, to mix
9	辣椒	làjiāo	ㄌㄚˋ ㄐㄧㄠ	(N)	chili peppers
10	調味料	tiáowèiliào	ㄊㄧㄠˊ ㄨㄟˋ ㄌㄧㄠˋ	(N)	seasonings
11	裝	zhuāng	ㄓㄨㄤ	(V)	to pack into
12	玻璃	bōlí	ㄅㄛ ㄌㄧˊ	(N)	glass
13	壽司	shòusī	ㄕㄡˋ ㄙ	(N)	sushi
14	像	xiàng	ㄒㄧㄤˋ	(Vst)	such as; like
15	食物	shíwù	ㄕˊ ㄨˋ	(N)	food

Phrases

16	做起來	zuò qǐlái	ㄗㄨㄛˋ ㄑㄧˇ ㄌㄞˊ		when undertaken, to do

文法 Grammar

I. *To figure out* with the Complement 出來 chūlái

 10-05


英譯 p.256

Function: When 出來 serves as a complement to verbs of cognition and senses, it refers to a result of 'being figured out', ending a cognitive processing.

1. 這張三十年以前的照片，你得看久一點，才能看出來是誰。

2. 馬安同聽出來那個人說的是台灣話。
3. 這個旅行路線的建議是他想出來的。

Structures: 出來 can be used in all the four complement structures, i.e., V 出來, 沒 V 出來, V 得出來, and V 不出來.

1. 陳月美喝得出來這杯是烏龍茶。
2. 田中誠一寫得出來這個中國字。
3. 王開文吃不出來那種食物是什麼材料做的。
4. 李東健看不出來那個人是台灣人還是日本人。

Negation:

1. 他沒吃出來媽媽在水餃裡放了什麼菜。
2. 高美玲沒喝出來飲料裡面有什麼水果。
3. 考試的時候，馬安同沒想出來那個複雜的漢字怎麼寫。

Questions:

1. 你聽不聽得出來說話的那個人是美國人？
（＝你聽得出來聽不出來說話的那個人是美國人？）
2. 你看得出來看不出來老師說的那個字？
3. 我們上個月花了多少生活費，你算出來了沒有？

Usage: If the object is short, it can appear between 出 and 來 .

1. 是他想出那個建議來的。
2. 你寫不寫得出這個字來？

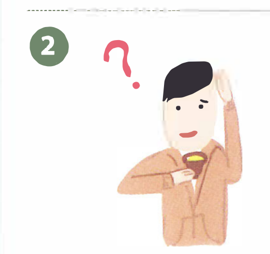
Also, when the pattern is used with non-cognitive verbs, chulai simply refers to the ability of accomplishing something, ‘able to’, e.g.

1. 你們公司是不是有問題？這個月薪水還沒發出來！
2. 如果你沒說出來，沒有人會知道你幫過他。
3. 白如玉拍得出來那麼好看的照片，可是我拍不出來。

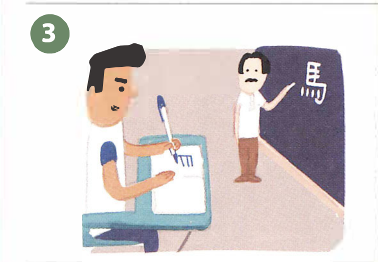
練習 Exercise

Answer the following questions using the pattern V + 得 / 不 出來.

1. 白如玉看這些中國字，她知道是什麼字嗎？
→ ______________________________



2. 李東健喝茶，他知道這是什麼茶嗎？
→ ______________________________



3. 馬安同一邊看，一邊寫，他能寫這個字嗎？
→ ______________________________



4. 老闆能不能發這個月的薪水？
→ ______________________________



5. 張先生能不能算出來他今天花了多少錢？
→ ______________________________



6. 王開文能不能說這些人的名字？
→ ______________________________

II. *Enough space to accommodate* with Verb Complement 下 xià

10-06



Function: The construction, V + 得 / 不 + 下, indicates whether there's enough space to accommodate something.

1. 這個車子坐得下九個人。
2. 李明華喝得下大杯咖啡。
3. 二十個餃子，陳月美都吃得下。

Structures:

Negation:

1. 背包太小了，裝不下這個電腦。
2. 這個資源回收桶放不下這麼多塑膠瓶子。
3. 這間教室坐不下那麼多學生。

Questions:

1. 這個房間放得下放不下一張大床？
   （= 這個房間放不放得下一張大床？）
2. 這間教室坐得下坐不下五十個學生？
3. 你的隨身碟存不存得下這些照片？

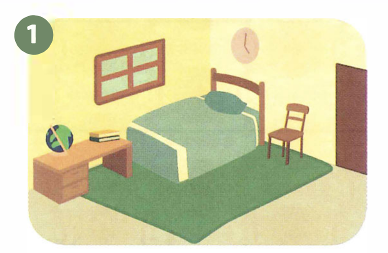
Usage: The verb complements 下 and 了 can combine with the same verbs, but the differences in meaning are clear.

我的車坐不下五個人 vs. 我的車坐不了五個人.

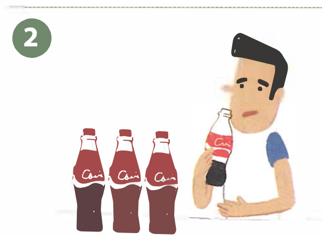
The former refers to 'not enough space', while the latter 'inability to seat, incapable of seating'.

練習 Exercise

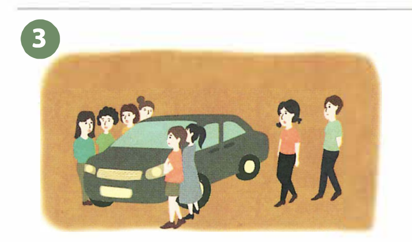
Answer the following questions based on the pictures below using the 'V 得 / 不 下' construction.



1. 這間小房間，能放床、桌子和椅子這些家具嗎？
   → ________________________________。



2. 馬安同還能喝這些汽水嗎？
   → ________________________________。



3. 這輛車，可以坐八個人嗎？
   → ________________________________。



4. 這個垃圾桶，可不可以裝這包垃圾？
   → ________________________________。



5. 這個人，能吃完這些菜嗎？
   → ________________________________。

6



這個新的隨身碟，可不可以存三張照片？

→ ____________________。

III. Disposal Construction 把 bǎ with Verb Reduplication 把 bǎ…V(一)V

10-07 英譯 p.257

Function: The V(一)V construction was introduced in Lesson 6 in Vol. 1. The VV pattern softens the action and also makes it brief. This pattern is often combined with the 把 construction in making requests or orders, indicating 'doing something briefly to a noun'. Fuller meanings of such sentences should be observed by referring to the English translations on page 257.

1. 你把那本書看一看，再告訴我好不好看。
2. 馬安同把提出來的錢算一算，再去付學費。
3. 請你把學校上課的情形跟新同學說一說。

Structures: The verb in 'V 一 V' has to be monosyllabic.

 **Negation:**

1. 你現在不先把餃子包一包，明天就沒空包餃子了。
2. 他做了菜，沒把鍋子洗一洗，就煮牛肉湯了。
3. 你不先把身體動一動，等一下打太極拳一定很累。

Questions:

1. 你有空的時候，能不能請你把垃圾倒一倒？
2. 媽，我是不是先把大白菜拌一拌再加鹽？
3. 媽媽問小孩：「吃東西以前，你把手洗一洗了嗎？」

練習 Exercise

Please re-write the following sentences using the pattern ‘S 把 O V 一 V’.

1. 白如玉先洗芒果，再吃。
   → ______________________________
2. 陳月美打算洗這些碗和筷子。
   → ______________________________
3. 老師跟田中誠一說：「請你念這些字。」
   → ______________________________
4. 老闆正在算薪水，準備發給大家。
   → ______________________________
5. 客人要來了，快收一收這些汽水罐。
   → ______________________________

IV. Disposal Construction 把 bǎ with Resultative Complements


10-08

英譯 p.257

Function: In the 把 construction, the complement after the verb may indicate a result of the action. The complements come in 2 forms, V ＋ C or V ＋得＋ C.

1. 媽媽不小心把餃子煮破了。
2. 請你把白菜洗乾淨，等一下就要用了。
3. 他把水餃都包得好難看。

Structures: The complement indicating the result of action in this construction can be a state verb, a process verb or a phrase/clause following 得.

1. 你這麼洗，會把鍋子洗壞。
2. 他第一次做泡菜，把泡菜做得很難吃。
3. 你趕快把窗戶關好，我們要出去了。

Negation:

1. 別把菜吃光了，要留一點給妹妹。
2. 如果我沒把碗洗乾淨，老闆會要我再洗一次。
3. 你不把話說完，他不知道你想做什麼。

Questions:

1. 你把湯喝完了沒有？
2. 他是不是把餃子煮破了？
3. 你是不是把小籠包都吃光了？

Usage: As can be seen in the examples above, 了 is often added at the end of a 把 sentence to express change of state, which is highly compatible with the meaning of resultative complements.

練習 Exercise

Rewrite the following sentences using the 把 construction.

Example

田中誠一洗好了衣服。→ 田中誠一把衣服洗好了。

1. 馬安同寫完了功課。 → ________________。
2. 李東健收乾淨了垃圾。 → ________________。
3. 陳太太丟光了塑膠瓶。 → ________________。
4. 我打算吃完了晚飯再回家。 → ________________。
5. 李明華留下機車來給陳月美。→ ________________。

V. 趁 chèn *seize the moment*


10-09


英譯 p.258

Function: The prepostion 趁 refers to seizing an opportune moment for the implementation of an action.

1. 林老師趁這個週末沒事，到東部的海邊走走。
2. 馬安同趁老師還沒來上課，出去買了一杯咖啡。
3. 趁天氣好，李東健和高美玲去河邊的公園騎腳踏車。

Structures: 趁 can introduce a noun phrase, a verb phrase, or a clause. The '趁 + …' construction can appear either before or after the subject.

Questions:

1. 我們要不要趁這個週末，搭捷運去看電腦展？
2. 你不趁年輕的時候打打工，怎麼會了解工作的情形呢？
3. 你是不是應該趁老師還沒來，趕快把作業寫完？

Usage: 趁 and 趁著 mean practically the same thing. Either 趁 or 趁著 can be used in the following example, 我們趁（著）天氣好，去山上走一走 'We took a walk in the mountain while the weather was nice'. 趁 alone is more colloquial and has a higher frequency of occurrence.

練習 Exercise

Rewrite the following sentences using the preposition 趁.

1. 看電腦展，白如玉打算買一個新電腦。

   → ________________________________。

2. 還沒下雨，可是快下了，白如玉趕快回家。

   → ________________________________。

3. 不上課的時間，馬安同去跟老師練習太極拳。

   → ________________________________。

4. 雖然春假只有兩天，但是白如玉跟美美要到綠島去旅行。
→ ____。

5. 資源回收車來了，李東健把汽水罐和紙杯拿給他們回收。
→ ____。

語法例句英譯 Grammar Examples in English

I. *To figure out* with the Complement 出來 chūlái

Function:

1. You need to look awhile to figure out who the person in this 30-year-old picture is.
2. Ma Antong was able to tell that that person was speaking Taiwanese.
3. He is the one who came up with this suggested travel itinerary.

Structures:

1. Chen Yuemei could tell (by tasting) that this is a cup of Oolong tea.
2. Tianzhong Chengyi is able to write this Chinese character.
3. Wang Kaiwen could not tell (by eating) what ingredients were used to make that type of food.
4. Li Dongjian cannot tell (by looking) whether that person is Taiwanese or Japanese.

Negation:

1. He could not tell (by tasting) what vegetables Mom put in the boiled dumpling.
2. Gao Meiling could not tell (by tasting) what the fruit was in that drink.
3. During the test Ma Antong could not recall how to write that difficult Chinese character.

Questions:

1. Can you tell (by listening to him) that the person who is speaking is American?
2. Can you find the character that the teacher talked about?
3. Have you calculated last month's living costs?

Usage:

1. It was he who came up with that suggestion.
2. Can you write this character?

1. Is something wrong with your company? They haven't issued this month's salaries yet.
2. If you had not said so, no one would have known that you helped him.
3. Bai Ruyu takes such amazing pictures, but I can't seem to.

II. *Enough space to accommodate* with Verb Complement 下 xià

Function:

1. This car has enough room for nine people.
2. Li Minghua can drink a large cup of coffee.
3. Chen Yuemei can eat 20 dumplings.

Structures:

Negation:

1. The backpack is too small to fit this computer into.
2. This recycling bin can't hold so many plastic bottles.
3. This classroom cannot seat that many students.

Questions:

1. Is this room big enough to accommodate a big bed?
2. Can this classroom hold 50 students?
3. Can your flash drive hold these pictures?

III. Disposal Construction 把 bǎ with Verb Reduplication 把 bǎ…V(一)V

Function:

1. Take a look at that book and then tell me if it's any good.
2. Ma Antong counted the money he withdrew before going to pay his tuition.
3. Please tell the new students about how classes are conducted.

Structures:

Negation:

1. If you don't make the dumplings now, you won't have time to do it tomorrow.
2. After cooking, he didn't wash the pot before making beef soup.
3. If you don't warm up first, you're going to tire out when you practice Tai Chi in a bit.

Questions:

1. Could you take out (lit. dump, pour out) the garbage when you're free?
2. Mom, should I mix Chinese cabbage first, add salt later?
3. The mother asks the child, "did you wash your hands before eating?"

IV. Disposal Construction 把 bǎ with Resultative Complements

Function:

1. Mom accidentally split the dumplings while cooking them. (i.e., The dumplings accidently split when Mom was cooking them.)
2. Please wash the cabbage clean. It's going to be used soon.
3. He did a very bad job wrapping up dumplings.

Structures:

1. You'll ruin your pot washing it like that.
2. The first time he made kimchi, it tasted awful.
3. Hurry up and close the window. It's time we get going.

Negation:

1. Don't eat up all the food. Leave some for your younger sister.
2. If I don't wash the bowls really clean, the boss will tell me to rewash them.
3. If you don't finish what you are saying, he won't know what it is you want to do.

Questions:

1. Have you finished (drinking) the soup?
2. The dumplings burst when he cooked them, right?
3. Did you eat all of the xiaolongbao?

V. 趁 chèn *seize the moment*

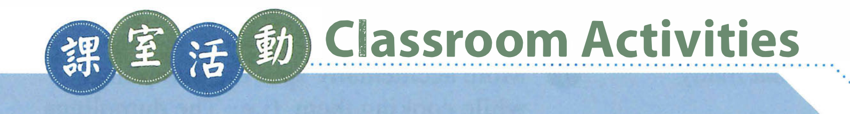
Function:

1. Ms. Lin is taking advantage of the fact that she has nothing to do this weekend to take a walk on a beach on the east coast.
2. Ma Antong took advantage of the fact that the teacher hadn't arrived for class yet to go out and buy a cup of coffee.
3. Taking advantage of the nice weather, Li Dongjian and Gao Meiling went to Riverside Park to ride bikes.

Structures:

Questions:

1. Should we take the opportunity this weekend to hop on the MRT and go see the computer exhibition?
2. If you don't seize the opportunity to work part-time while you are young, how will you understand what work is really all about?
3. Shouldn't you take advantage of the fact that the teacher hasn't come back yet to hurry up and finish your homework?



Classroom Activities

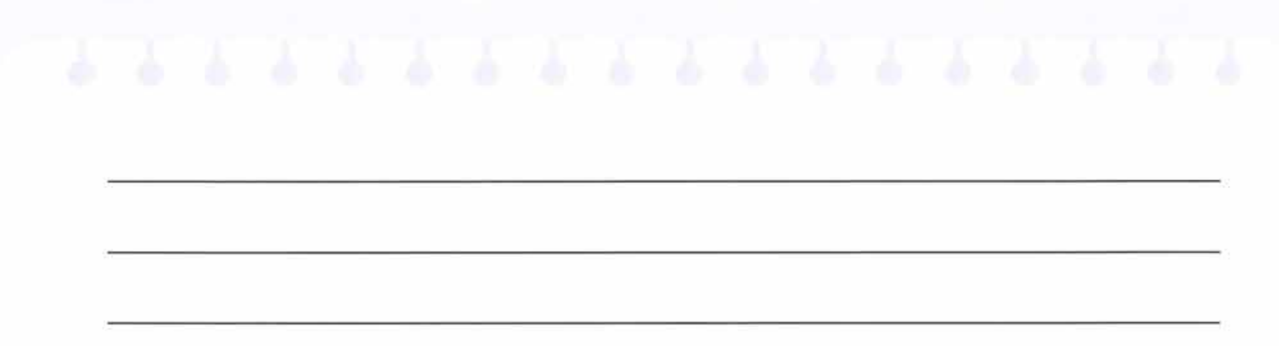
I. The Dumplings Are Ready!

Goal: Learning to explain how to make a dish.
Task: Look at the instructions for making dumplings below and put them in numerical order.



☐ 把水餃放到鍋子裡
☐ 把菜洗一洗
☐ 把餡兒拌好
☐ 到市場買菜、肉、餃子皮
☐ 把餃子餡兒放在皮上，包起來

Using the above instructions as an example, write down the instructions for making kimchi (4-5 steps). Ask two students to compare their instructions and tell the class whether there are any differences between the two recipes.



II. Sour, Sweet, Spicy, and Stinky?

Goal: Learning to introduce a special dish from my country that is sour, sweet, spicy, or stinky.

Task: Pair up with a classmate and introduce a dish from your own country that is especially sour, sweet, spicy, or stinky (bring a picture to class). Tell each other what the ingredients are for making the dish. If you can, explain how to make it. When you're done, tell the class what you learned from your partner.



III. Reading a Menu

Goal: Learning to read menus and order.

Task: Take a look at the menus from three different restaurants below and decide which one you would like to go to for dinner. Role play with students taking turns playing the server and customers and discuss what you'd like to order. Add up your bill.

真好吃餐廳

小菜		主菜	
涼拌苦瓜	50	清蒸臭豆腐	200
涼拌海帶	50	紹興醉雞	250
皮蛋豆腐	50	麻婆豆腐	200
炒毛豆	50	紅燒豆腐	200
涼拌小黃瓜	50	三杯雞	250
時蔬		三杯中卷	250
高麗菜	100	菜脯蛋	150
空心菜	100	蝦仁烘蛋	150
水蓮菜	100	糖醋魚片	200
大陸妹	100	糖醋排骨	200
A菜	100	紅燒獅子頭	250
地瓜葉	100	紅燒魚	300
湯類		紅燒牛腩	200
人參雞湯	250	五更腸旺	200
鮮魚湯	250	蝦鬆	250
冬瓜蛤蠣湯	200	客家小炒	200

師大餐館

□ 內用 桌號＿＿＿＿

□ 外帶

麵類		飯類	
牛肉炒麵	80	鳳梨炒飯	70
海鮮炒麵	80	蝦仁炒飯	70
大滷麵	70	牛肉炒飯	70
肉燥麵	40	羊肉炒飯	70
麻醬麵	40	肉絲炒飯	70
餛飩麵	50	肉燥飯	85
牛肉湯麵	60	排骨飯	85
湯類		雞腿飯	85
海鮮湯	40	牛腩飯	85
酸辣湯	40	炸蝦飯	85
海帶湯	40	魚排飯	85
蛤蠣湯	40	咖哩飯	80

李記水餃

水餃		鍋貼	
高麗菜水餃	每顆 6 元	高麗菜鍋貼	每顆 6 元
韭菜水餃	每顆 6 元	韭菜鍋貼	每顆 6 元
牛肉水餃	每顆 8 元	牛肉鍋貼	每顆 8 元
蝦仁水餃	每顆 8 元	蝦仁鍋貼	每顆 8 元
泡菜水餃	每顆 6 元	泡菜鍋貼	每顆 6 元
咖哩水餃	每顆 6 元	咖哩鍋貼	每顆 6 元

湯類		飲料	
酸辣湯	30 元	豆漿	20 元
牛肉清湯	30 元	米漿	20 元
玉米濃湯	30 元	紅茶	20 元
海鮮濃湯	30 元	酸梅湯	20 元

IV. That's Impossible!

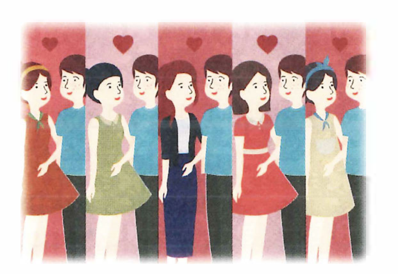
Goal: Learning how to express surprise.

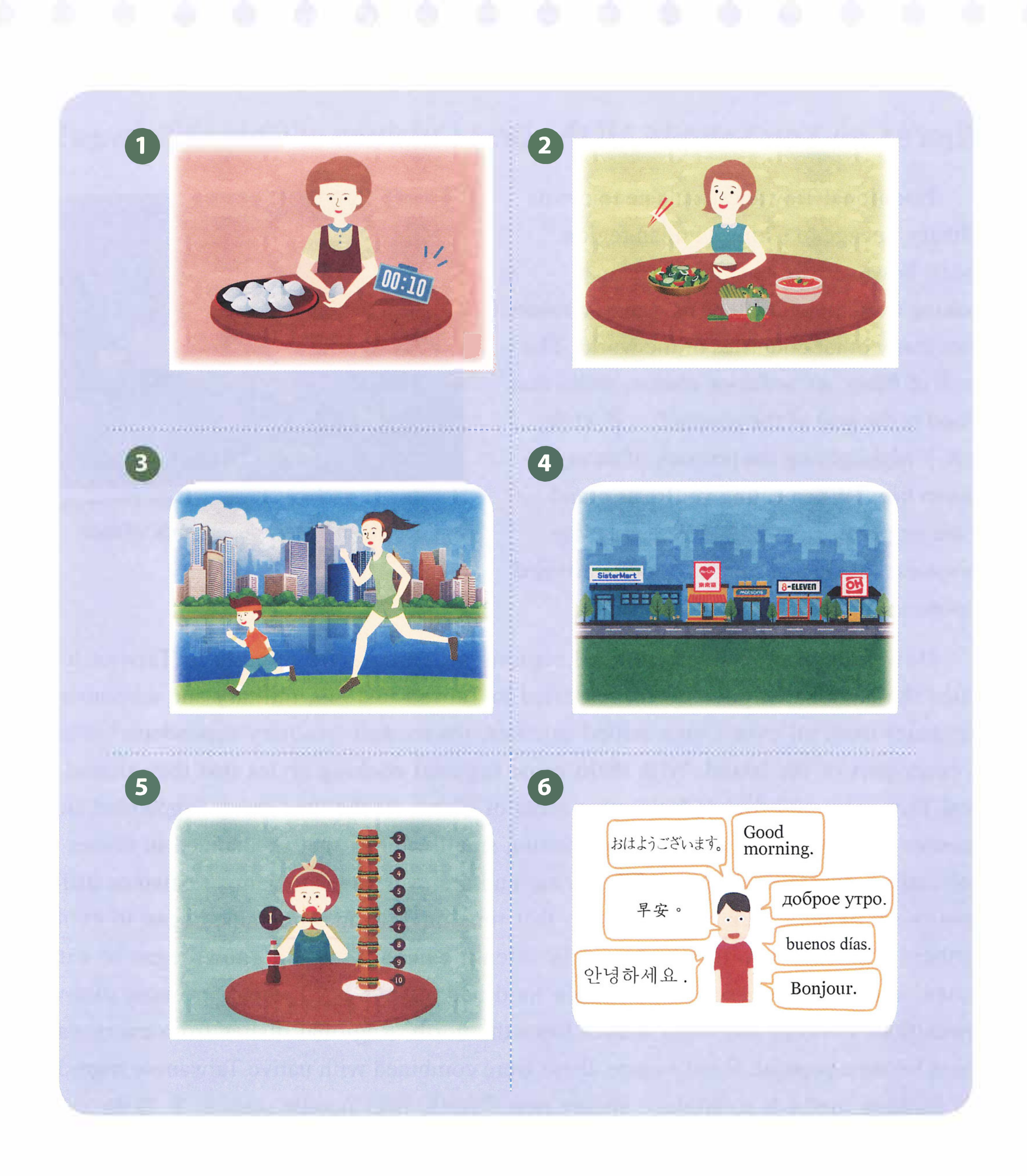
Task: Take a look at the following scenarios and think about how you would describe them to a friend. Then tell your classmates what you think.

Example

（真是）看不出來他有四、五個女朋友。

（真是）想不到他交了四、五個女朋友。




1
2
3
4
5
6
00:10
SisterMart
8-ELEVEN
おはようございます。
Good morning.
早安。
доброе утро.
buenos días.
안녕하세요.
Bonjour.

文化 Bits of Chinese Culture

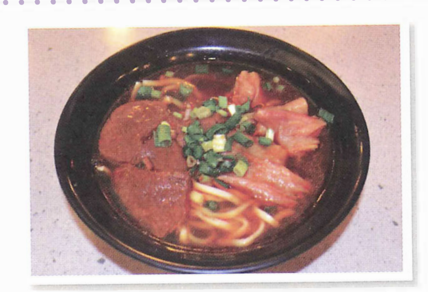
Where Can You Sample All the Best Cuisines of China? Taiwan!

Traditional Taiwanese cuisine traces its culinary lineage to China's Fujian region. Today, however, Taiwan offers regional cooking from all over China as well as cuisines from many other countries of the world. The Book of Rites, a Confucian classic, states that "Food is the god of the people,"（民以食為天）highlighting the primacy of eating in human life. "When eating you're as grand as the emperor"（吃飯皇帝大）is a pithy Taiwanese saying that sums up food's unrivaled importance in Chinese culture.



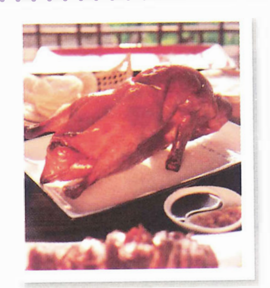
▲ Foods from military dependents' villages.
《聯合報》顏韋燕／攝影

How is it that cuisines from all regions of China are available in Taiwan today? When the Nationalist government relocated to Taiwan in 1949, military and administrative personnel from all over China settled in cities, towns, and "military dependents' villages" in every part of the island. With them came regional cooking styles that they shared with local Taiwanese and friends from other areas of China. At the time many augmented slender incomes and retirement pensions by opening small eateries that specialized in dishes from their native provinces. Chinese love to eat and are ever eager to sample cuisines different from those of their own regions. From that time on Taiwanese cuisine began to evolve – northern Chinese, who had traditionally eaten a wheat-based diet, now began to eat rice dishes; southern Chinese, whose staple food had always been rice, were now dining on wheat-flour noodles and other dishes from the north. Regional dishes from every part of China became popular. What's more, these were combined with native Taiwanese ingredients and cooking methods to produce unique new flavors. Beef noodle soup（牛肉麵）is the best example of this kind of culinary innovation – many Taiwanese think it's a Sichuan（四川）dish, but the beef noodle soup dishes served in Sichuan province today taste nothing like the Taiwanese version. Taiwan-style beef noodle soup originated in an Air Force military dependents' village in Kaohsiung, where soldiers from the Sichuan region recreated their favorite native dishes with ingredients available in Taiwan.




Beef Noodles.


Dumplings. ／達志影像

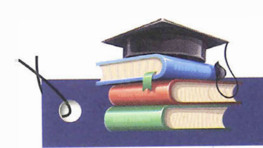

Peking Duck. ／達志影像




Rice porridge with sweet potatoes.


Noodle dishes.

《臺味》陳靜宜／著作、柯乃文／攝影



Self-Assessment Checklist

I can describe how to make a dish.

20%　40%　60%　80%　100%

I can talk about the ingredients.

20%　40%　60%　80%　100%

I can introduce special cuisines of my country.

20%　40%　60%　80%　100%

I can express surprise.

20%　40%　60%　80%　100%

note



第十一課 台灣好玩的地方真多

Taiwan Really Has Lots of Fun Places

學習目標 Learning Objectives

Topic: 旅行 Traveling

- Learning to talk about travel plans.
- Learning to talk about scenic spots, their locations, and surroundings.
- Learning to describe the scenery and what is special about it.
- Learning to express satisfaction and disappointment.



台灣好玩的地方真多

Taiwan Really Has Lots of Fun Places

對話 Dialogue

 11-01



馬　丁：我來台灣以後，沒離開過台北，所以想到其他地方去看看。

如　玉：假期快到了，你可以計畫一下啊！

馬　丁：你們去過很多地方，可不可以告訴我，哪裡一定要去看看呢？

美　玲：如果你喜歡海邊和游泳，可以到墾丁去，那裡有各種水上活動。

如　玉：上次我朋友來，去綠島玩了三天，她說風景很美，而且海邊有個溫泉，非常特別。

美　玲：綠島我去過兩次。如果時間夠，我建議你去看看。

如　玉：夏天去綠島的人很多，船票常常買不到，你可以考慮去墾丁，交通比較方便。

美　玲：墾丁也不錯。你回來的時候，可以順便去台中玩，台中附近也有很多有名的風景區。

馬　丁：噢！我聽說有個地方叫什麼湖？

如　玉：你說的是日月潭吧！在台灣中部，離台中不遠。那裡不錯，有山有水，還有原住民的文化。

馬　丁：我也聽說台中的夜市有各種小吃，比台北多。

美　玲：對，上個月我本來計畫去台中玩一趟，後來因為颱風就沒去。

如　玉：好可惜，台中很有意思。

美　玲：沒關係，以後一定還有機會。

馬　丁：聽了你們的建議，我打算先去墾丁，然後再到台中去玩。

如　玉：夏天去玩的人很多，去墾丁一定要先訂好旅館，才不會找不到地方住。

馬　丁：還要注意什麼呢？

美　玲：我上一次去的時候，把錢包和衣服放在沙灘上，沒想到錢包不見了，大概被偷了。

如　玉：雖然台灣很安全，但是還是要小心一點啊！

美　玲：除了這件事，墾丁真的很值得去。

課文簡體字版 Text in Simplified Characters

马　丁：我来台湾以后，没离开过台北，所以想到其他地方去看看。
如　玉：假期快到了，你可以计画一下啊！
马　丁：你们去过很多地方，可不可以告诉我，哪里一定要去看看呢？
美　玲：如果你喜欢海边和游泳，可以到垦丁去，那里有各种水上活动。
如　玉：上次我朋友来，去绿岛玩了三天，她说风景很美，而且海边有个温泉，非常特别。
美　玲：绿岛我去过两次。如果时间够，我建议你去看看。
如　玉：夏天去绿岛的人很多，船票常常买不到，你可以考虑去垦丁，交通比较方便。
美　玲：垦丁也不错。你回来的时候，可以顺便去台中玩，台中附近也有很多有名的风景区。
马　丁：噢！我听说有个地方叫什么湖？
如　玉：你说的是日月潭吧！在台湾中部，离台中不远。那里不错，有山有水，还有原住民的文化。
马　丁：我也听说台中的夜市有各种小吃，比台北多。
美　玲：对，上个月我本来计画去台中玩一趟，后来因为台风就没去。
如　玉：好可惜，台中很有意思。
美　玲：没关系，以后一定还有机会。
马　丁：听了你们的建议，我打算先去垦丁，然后再到台中去玩。
如　玉：夏天去玩的人很多，去垦丁一定要先订好旅馆，才不会找不到地方住。
马　丁：还要注意什么呢？
美　玲：我上一次去的时候，把钱包和衣服放在沙滩上，没想到钱包不见了，大概被偷了。
如　玉：虽然台湾很安全，但是还是要小心一点啊！
美　玲：除了这件事，垦丁真的很值得去。

課文英譯 Text in English

Martin : Since I arrived in Taiwan, I haven't left Taipei, so I would like to go to other places and take a look.

Ruyu : The break is almost here. You can make some plans.

Martin : You've been to many places. Can you tell me which places you really have to see?

Meiling : If you like the seaside and swimming, you can go to Kenting. There are all kinds of water activities there.

Ruyu : Last time when my friend came, she went to Green Island for three days. She said the scenery was beautiful, and there are some really unique hot springs right along the seaside.

Meiling : I've been to Green Island twice. If you have enough time, I recommend you go check it out.

Ruyu : In summer, a lot of people go to Green Island. Boat tickets are often impossible to get. You might consider Kenting. It's more convenient in terms of transportation.

Meiling : Kenting isn't bad, either. On your way back, you can stop by Taichung on the way. In the vicinity of Taichung, there are also a lot of well known scenic areas.

Martin : Oh! I heard there is a place called "something something" lake.

Ruyu : I gather you're talking about Sun Moon Lake. It's in central Taiwan, not far from Taichung. It's nice there. It boasts mountains, water, and aboriginal culture.

Martin : I've also heard that the night markets in Taichung have all kinds of yummies… more than Taipei's.

Meiling : That's correct. I was planning to take a trip to Taichung last month, but didn't go, because of a typhoon.

Ruyu : That's too bad. Taichung is a lot of fun.

Meiling : That's alright. There'll be other opportunities later.

Martin : After listening to your suggestions, I plan to first go to Kenting, then go to Taichung.

Ruyu : A lot of people go there in the summer time. If you go to Kenting, make sure you book a hotel first, or you won't be able to find a place to stay.

Martin : What else do I need to take note of?

Meiling : Last time I went, I left my purse and clothes on the beach. Little did I realize that my purse would disappear. It was probably stolen.

Ruyu : Taiwan is safe, but you still have to be careful.

Meiling : Other than that, Kenting really is worth going to.

生詞一 Vocabulary I

 11-02

Vocabulary

1	其他	qítā	ㄑㄧˊ ㄊㄚ	(Det)	other, the other, the remaining
2	假期	jiàqí	ㄐㄧㄚˋ ㄑㄧˊ	(N)	vacation, holiday
3	溫泉	wēnquán	ㄨㄣ ㄑㄩㄢˊ	(N)	hot springs
4	建議	jiànyì	ㄐㄧㄢˋ ㄧˋ	(V)	to suggest, to recommand
5	票	piào	ㄆㄧㄠˋ	(N)	ticket
6	考慮	kǎolǜ	ㄎㄠˇ ㄌㄩˋ	(V)	to consider
7	順便	shùnbiàn	ㄕㄨㄣˋ ㄅㄧㄢˋ	(Adv)	without making any extra effort, on the way, while doing something else, while one is at it
8	湖	hú	ㄏㄨˊ	(N)	lake
9	原住民	yuánzhùmín	ㄩㄢˊ ㄓㄨˋ ㄇㄧㄣˊ	(N)	aborigines
10	趟	tàng	ㄊㄤˋ	(M)	measure word for a trip
11	後來	hòulái	ㄏㄡˋ ㄌㄞˊ	(Adv)	later
12	注意	zhùyì	ㄓㄨˋ ㄧˋ	(V)	to pay attention to
13	沙灘	shātān	ㄕㄚ ㄊㄢ	(N)	beach
14	錢包	qiánbāo	ㄑㄧㄢˊ ㄅㄠ	(N)	wallet, purse
15	不見	bújiàn	ㄅㄨˊ ㄐㄧㄢˋ	(Vp)	to be lost, to disappear
16	被	bèi	ㄅㄟˋ	(Ptc)	a particle marking a passive sentence
17	偷	tōu	ㄊㄡ	(V)	to steal
18	安全	ānquán	ㄢ ㄑㄩㄢˊ	(Vs)	safe
19	值得	zhíde	ㄓˊ ㄉㄜ˙	(Vs)	worthwhile, worth

Names

20	墾丁	Kěndīng	ㄎㄣˇ ㄉㄧㄥ		Kenting, an area on the southern tip of Taiwan, famed for beaches and rain forest

21	台中	Táizhōng	ㄊㄞˊ ㄓㄨㄥ	Taichung city, in central Taiwan
22	日月潭	Rìyuè Tán	ㄖˋ ㄩㄝˋ ㄊㄢˊ	Sun Moon Lake, in central Taiwan

Phrases

23	水上活動	shuǐshàng huódòng	ㄕㄨㄟˇ ㄕㄤˋ ㄏㄨㄛˊ ㄉㄨㄥˋ	water activities, water recreation
24	風景區	fēngjǐngqū	ㄈㄥ ㄐㄧㄥˇ ㄑㄩ	scenic area

短文 Reading


11-03



馬丁利用學期假到台灣中南部去玩了一趟。他先到南部的墾丁去住了三天，然後又到台中玩了兩天，玩得開心極了。

去旅行以前，馬丁把網路上的各種資料都看了一遍。因為夏天觀光客多，很難訂到房間，他就先訂了一家在網路上很多人都說不錯的民宿。沒想到民宿就在海邊，風景比網站上的照片更漂亮，他覺得自己的運氣太好了。

馬丁一到墾丁，就租了摩托車到處逛逛。墾丁除了漂亮的海邊，還有很多熱帶植物。他第一天就把所有的地方都逛了一遍。第二天白天，馬丁去海邊游泳，游累了，就躺在沙灘上曬太陽。因為看見很多人在騎水上摩托車，他也試了試。

黃昏，馬丁逛到墾丁最熱鬧的那條街，看見賣各國食物的餐廳，他選了一家走進去。在餐廳裡，馬丁聽著音樂、喝著啤酒，跟別的觀光客聊聊天，他愛上了這種輕鬆又浪漫的氣氛，好像回到了自己的家鄉。馬丁覺得這一趟旅行真是太值得了。

課文簡體字版 Text in Simplified Characters

马丁利用学期假到台湾中南部去玩了一趟。他先到南部的垦丁去住了三天，然后又到台中玩了两天，玩得开心极了。

去旅行以前，马丁把网路上的各种资料都看了一遍。因为夏天观光客多，很难订到房间，他就先订了一家在网路上很多人都说不错的民宿。没想到民宿就在海边，风景比网站上的照片更漂亮，他觉得自己的运气太好了。

马丁一到垦丁，就租了摩托车到处逛逛。垦丁除了漂亮的海边，还有很多热带植物。他第一天就把所有的地方都逛了一遍。第二天白天，马丁去海边游泳，游累了，就躺在沙滩上晒太阳。因为看见很多人在骑水上摩托车，他也试了试。

黄昏，马丁逛到垦丁最热闹的那条街，看见卖各国食物的餐厅，他选了一家走进去。在餐厅里，马丁听着音乐、喝着啤酒，跟别的观光客聊聊天，他爱上了这种轻松又浪漫的气氛，好像回到了自己的家乡。马丁觉得这一趟旅行真是太值得了。

課文英譯 Text in English

Martin took advantage of the semester break to take a trip to central and southern Taiwan. He first went to Kenting in the south where he stayed for three days, then to Taichung for two days. He had a proper good time!

Before going on the trip, Martin read all sorts of information online. Since it was summer, there were a lot of tourists, so it was hard to book a room. He booked a B&B that many people online said was OK. He had no idea that the B&B was right on the ocean. The scenery was more beautiful than the photos on the website. He felt his luck was really good.

As soon as Martin arrived in Kenting, he rented a motorcycle to look around. In addition to a beautiful coast, Kenting has many tropical plants. On the first day, he checked out all the places. On the second day during the day, he went to the seaside for a swim. After he was tired from swimming, he lay down on the beach and sunbathed. He saw a lot people riding jet skis, so he also tried one out.

At dusk, Martin strolled to the busiest street in Kenting where he saw many restaurants selling cuisines from various countries. He picked one and went inside. Inside the restaurant, Martin listened to music, drank beer, and chatted with other tourists. He fell in love with the relaxed and romantic atmosphere. It was like he had returned to his hometown. Martin felt this trip was more than worth it.

生詞二 Vocabulary II


11-04

Vocabulary

1	又	yòu	ㄧㄡˋ	(Adv)	then
2	遍	biàn	ㄅㄧㄢˋ	(M)	measure word for number of times
3	民宿	mínsù	ㄇㄧㄣˊ ㄙㄨˋ	(N)	Bed & Breakfast lodgings
4	運氣	yùnqì	ㄩㄣˋ ㄑㄧˋ	(N)	luck
5	摩托車	mótuōchē	ㄇㄛˊ ㄊㄨㄛ ㄔㄜ	(N)	motorcycle
6	熱帶	rèdài	ㄖㄜˋ ㄉㄞˋ	(N)	tropical region
7	植物	zhíwù	ㄓˊ ㄨˋ	(N)	plants
8	所有	suǒyǒu	ㄙㄨㄛˇ ㄧㄡˇ	(Vs-attr)	all
9	白天	báitiān	ㄅㄞˊ ㄊㄧㄢ	(N)	in the daytime
10	躺	tǎng	ㄊㄤˇ	(Vi)	to lie down
11	黃昏	huánghūn	ㄏㄨㄤˊ ㄏㄨㄣ	(N)	dusk
12	條	tiáo	ㄊㄧㄠˊ	(M)	measure word for street
13	街	jiē	ㄐㄧㄝ	(N)	street
14	啤酒	píjiǔ	ㄆㄧˊ ㄐㄧㄡˇ	(N)	beer
15	上	shàng	ㄕㄤˋ	(Ptc)	a verb particle indicating the coming into contact between two nouns
16	又	yòu	ㄧㄡˋ	(Conj)	and
17	浪漫	làngmàn	ㄌㄤˋ ㄇㄢˋ	(Vs)	romantic
18	家鄉	jiāxiāng	ㄐㄧㄚ ㄒㄧㄤ	(N)	hometown, usually a village

Phrases

19	觀光客	guānguāngkè	ㄍㄨㄢ ㄍㄨㄤ ㄎㄜˋ	tourist
20	曬太陽	shài tàiyáng	ㄕㄞˋ ㄊㄞˋ ㄧㄤˊ	to sunbathe
21	水上摩托車	shuǐshàng mótuōchē	ㄕㄨㄟˇ ㄕㄤˋ ㄇㄛˊ ㄊㄨㄛ ㄔㄜ	jet skis
22	愛上	àishàng	ㄞˋ ㄕㄤˋ	to fall in love with

文法 Grammar

I. *The Others* 其他的 qítā de vs. *Other* 別的 biéde vs. *Another* 另外的 lìngwài de

11-05



Function: 其他的 , 別的 , and 另外的 all occur before the noun as a modifier, referring to nouns other than what is being referred to. The three have distinct meanings: 其他的 'the others, the remaining', 別的 'other', and 另外的 'the other, another'.

1. 他來台灣以後，只去過花蓮，沒去過別的地方。
2. 我不喜歡吃牛肉，我們點別的菜吧！
3. 李先生結婚的事，只有我知道，其他的人都不知道。
4. 我只聽說她搬家了，其他的事我都沒聽說。
5. 除了這家民宿，另外的旅館都沒房間了。
6. 現在的公司離家太遠，我打算找另外的工作。

Structures: Give examples/sentences below.

	Omitting 的	Number	Measure	Noun
其他的	✓	✓	✓	✓
別的	×	×	×	✓
另外的	✓	✓	✓	✓

1. 別的 cannot combine with numbers, nor measures. See the chart on the previous page.
   (1) 另外三個人怎麼去？
   (2) 其他三個人怎麼去？
   (3) *別的三個人怎麼去？

2. 其他 combines with any number two (2) or greater, but not the number one (1).
   (1) 這家百貨公司只賣台灣做的衣服，其他五家賣各國的衣服。
   (2) *在展覽館站，只有藍線到火車站，其他一條路線不到。

練習 Exercise

Complete the following sentences with 別的，其他 (的), or 另外 (的). Note that in some sentences, more than one can be used.

1. 他過生日，我只準備了蛋糕，沒準備＿＿＿＿＿＿東西。
2. 這個星期要考試，很忙，我們找＿＿＿＿＿＿時間再去逛逛吧。
3. 如果你還沒吃飽，＿＿＿＿＿＿再點一碗麵吧。
4. 我們聊＿＿＿＿＿＿吧！我不喜歡聊籃球比賽。
5. 我只去過日本，＿＿＿＿＿＿亞洲國家我沒去過。
6. 我要搬家的事請你別告訴＿＿＿＿＿＿朋友，好嗎？
7. 這枝筆不好寫，請給我＿＿＿＿＿＿一枝。

II. Verb Classifiers 下 xià, 趟 tàng, 遍 biàn, and 次 cì


11-06


英譯 p.286

Function: Verb classifiers, which usually appear after verbs, are used when the frequency or quantity of an action is expressed.

1. 同學輕輕地打了他一下。
2. 泰國真好玩，我跟朋友去過兩趟。
3. 那個電影我太喜歡了，所以看了好幾遍。

Structures: When both verb classifiers and objects appear in a sentence, the position of the object can vary. See below.

1. a. 我存了兩次資料，怎麼不見了？(after a verb classifier)
   b. 那份資料，我存了兩次，怎麼不見了？(moved to the front)
2. 他打了我兩下。(before a verb classifier)
3. 他把書看了一遍就去睡覺了。(moved to become an object of 把)

Questions:

1. 你在台灣喝過幾次喜酒？
2. 你昨天把第三課念過一遍了嗎？
3. 他很會打籃球，是不是參加過很多次籃球比賽？

Usage: High-frequency used verb classifiers include 下 (duration, frequency), 次 (frequency), 趟 (frequency), and 遍 (frequency).

1. 次 is the most commonly used verb classifier to refer to the frequency of an action, i.e., number of times. It can be used with all action verbs, e.g., 看 'look, watch, read', 聽 'listen', 吃 'eat', 去 'go', 問 'ask', and 討論 'discuss'.
2. 趟 indicates one back-and-forth round for motion actions such as 來 'come', 去 'go', 走'walk', and 跑 'run'.
3. 遍 indicates the entirety of a process from beginning to end. Verbs that often go with 遍 include 看 'read', 聽 'listen', 念 'read', 寫 'write', 練習 'practice', and 唱 'sing'. For example,

   這本書，我看了一次。(I read this book once.)
   這本書，我看了一遍。(I read this book once from beginning to end.)

4. 下 can refer either to the repeating of an action, or indicate brevity, depending on the verb involved. The second meaning goes with 去, 來, 問, 討論, 等, where 一下 cannot be changed to, say, 三下. The first meaning can go with 打, 踢, where 一下 can be replaced by 兩下 or 三下.

練習 Exercise

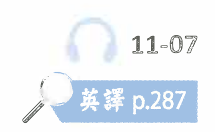
A. Fill in the blanks below with the most appropriate verb classifiers.

1. 我喜歡的歌可以一直聽，聽幾十＿＿＿＿＿＿都沒問題。
2. 明天要聽寫，這些字我得很快地寫一＿＿＿＿＿＿。
3. 假期快到了，我打算去一＿＿＿＿＿＿韓國，看看紅葉。
4. 我只是輕輕地踢他一＿＿＿＿＿＿，應該不痛吧。
5. 房東來我家三＿＿＿＿＿＿，我都沒看到他。
6. 餃子不難做，你做一＿＿＿＿＿＿，大概就會了。

B. Rephrase the following sentences into those using the 把 construction.

1. 結婚的事，我跟爸媽討論了好幾次。
   我把＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
2. 老師請大家回家練習一遍太極拳的動作。
   老師＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
3. 這家百貨公司，我逛了好幾趟，最後找到了我想買的東西。
   我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
4. 妹妹打了一下哥哥的手。
   妹妹＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
5. 你應該看一遍這個電影，就知道我為什麼喜歡了。
   你＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

III. Expressing *next in sequence* with 然後 ránhòu, 後來 hòulái, and 以後 yǐhòu



Function: 然後（adv）, 後來（adv）and 以後（noun）all refer to an event next to another in occurrence. See the table below about their compatibility with the reference of time.

	Past	Future
然後	✓	✓
後來	✓	✕
以後	✕	✓

1. 我們先去台中玩了一天，然後去了墾丁。
2. 請你把菜洗一洗，然後開始煮湯！
3. 我本來不想學太極拳，後來發現有趣得不得了，就去學了。
4. 我以為弟弟今天回國，後來才知道他明天才回來。
5. 雖然現在我還不會騎腳踏車，可是以後一定能學會。
6. 今年我們去日本，以後再去越南。

Structures:


Questions:

1. 你本來想去日月潭，後來怎麼沒去呢？
2. 昨天你的錢包不見了，後來怎麼找到的？
3. 墾丁真的那麼浪漫嗎？值得你以後再去一趟啊？
4. 學費越來越高了，我們的小孩以後會不會念不起大學？

Usage:

1. Both 然後 and 後來 are adverbs and are used in similar situations. However, 然後 is used to connect two events that take place consecutively, while 後來 indicates a lapse of time between two events.

   (1) 我們明天早上先去傳統市場買菜，然後再去超市買水果。
   (2) 我們昨天早上去傳統市場買菜，後來又去超市買水果。

2. Also note that 以後 can also be used to connect two events, either in the past or in the future.

(1) 白如玉到了台灣以後，就沒回過國。
(2) 你們到了韓國以後，要打電話給我。

練習 Exercise

Decide whether 後來, 然後, or 以後 that best fits in each of the following sentences.

1. 那家泰國餐廳的菜我一直忘不了，__________我又去了一次。
2. 吃太油的東西對身體沒好處，__________最好不要吃了。
3. 我不喜歡觀光客太多的地方，__________我要去鄉下旅行。
4. 老闆慢慢放下咖啡，__________對我說：「你明天不必來上班了。」
5. 他約我去墾丁潛水，__________沒訂到旅館，所以沒去。
6. 請你注意這些問題，__________才不會有麻煩。
7. 我們先把公司的事辦好，__________找個地方吃飯吧。

IV. 才 cái *then and only then*


11-08


英譯 p.287

Function: When the adverb 才 is used in the second (consequence) clause, it indicates that the consequence takes place only when the condition or circumstance specified in the first clause is obtained successfully.

1. 新人得選好日子，才能結婚。
2. 做餃子得先準備好餃子皮和餡兒，才能包。
3. 大家為了幫你，才給你這些建議。

Structures: 才 is an adverb, and occurs before the auxiliary verb and other adverbials.



Questions:

1. 我們一定要訂好旅館，才可以去旅行嗎？
2. 是不是要天天練習，太極拳才打得好？
3. 這些新衣服你是不是都穿一下，才知道哪件適合？

Usage: When 才 is used in the second clause, words such as 得 'have to', 要 'want to, need to', 為了 'for the sake of, because of', 因為 'because' are often used in the first clause.

1. 觀光客得先買票，才能參觀博物館。
2. 因為合約快到期了，李東健才找房子搬家。
3. 為了考試有個好成績，他才每天念那麼久的書。

練習 Exercise

Answer the following questions using 才.

1. A：在台北市看得到原住民的生活情形嗎？
   B：____________________。
2. A：感冒一定要去看醫生嗎？
   B：不一定，____________________。
3. A：快放假了，你下星期就回國嗎？
   B：不，我____________________。
4. A：游泳以前要注意什麼呢？
   B：____________________。
5. A：你常去台灣各地的風景區玩嗎？
   B：____________________。

V. Passive Sentences with 被 bèi  11-09



Function: 被 passive sentences express not only the 'affected' meaning but also the 'unfortunate' meaning, especially in ordinary daily speech. The particle 被 is commonly used in translating English passive sentences.

1. 我的自行車昨天被偷了。
2. 我的腿被他踢得很痛。
3. 這些餃子包得不錯，但是被我煮破了。

Structures: Object + 被 + (Subject) + V. The subject is omitted when its identity cannot be established.



Negation: The negator is 沒, which occurs before 被.

1. 沒關係，我的錢沒被偷。
2. 那些碗沒被弟弟打破。
3. 那些學生在打棒球。小心別被球打到。

Questions:

1. 聽說你的手機不見了，是不是被偷了？
2. 你知道我們學校電腦教室的窗戶被打破了嗎？
3. 我找不到我的本子，是不是被你帶回家了？

Usage:

1. 被 passive can refer to events either in the past as shown in (1), (2); in the future (3), (4); or to habitual events as shown in (5), (6).

   (1) 上個星期他的背包被偷了。
   (2) 他花一萬塊買背包的事被爸爸發現了。
   (3) 按照台灣的法律，你不能打工，要不然會被送回你們國家。
   (4) 明天這張桌子就會被搬到別的教室去了。
   (5) 他不想被人知道他結過婚了。
   (6) 媽媽每次買芒果蛋糕回來，馬上就被妹妹吃光了。

2. The noun after 被, i.e., the subject, the actor, can be omitted.

(1) 我們打工的事被發現了。

(2) 出去旅行要小心，錢別被偷了。

Or in some cases, it can be an indefinite noun, i.e., someone, somebody.

(1) 我的腳踏車被人偷了。

(2) 我們說的話被人聽見了。

練習 Exercise

Rewrite the following sentences using the 被-construction.

1. 他偷了我的手機。
   我的手機__________________________。
2. 我打破了那個玻璃瓶。
   那個玻璃瓶__________________________。
3. 我很餓，所以吃了桌子上所有的麵包。
   我很餓，__________________________。
4. 大家已經知道李先生打人的事了。
   李先生打人的事__________________________。
5. 我把汽水罐丟進垃圾桶了。
   汽水罐__________________________。

VI. Verb Reduplication in V 了 le V

 11-10


英譯 p.288

Function: The "V 了 V" pattern indicates the completion of a repeated action in the past that was done briefly and tentatively.

1. 媽媽穿了穿那件衣服，覺得很舒服。
2. 朋友告訴我夏天芒果很甜，我就嚐了嚐。

3 老闆看了看我寫的計畫，然後說沒問題。

Structures: The verb in this construction must be monosyllabic.

Questions:

1 王先生昨天來了以後，是不是坐了坐就走了？
2 他沒買那本書，是不是因為看了看就看不下去了？
3 他是不是想了想，還是決定回到自己國家工作？

Usage:

1. The reduplication pattern "V 一 V" can relate to the past or to the future. On the other hand, "V 了 V" is used only in relation to past actions.
   (1) 他聽說墾丁海邊很漂亮，想去看一看。
   (2) 請你把老師今天給的功課做一做！
   (3) 如果你要去旅行，應該先找一找網站上的資料。

2. While V 一 V can be used in a single sentence (see (2) above), V 了 V cannot. It must be used with another clause.
   (1) *我到公園走了走。
   (2) 我昨天吃了飯以後，就到公園走了走。
   (3) 我拿起一本語言學的書，看了看就覺得累了。

3. If the verb is transitive, the construction often combines with the 把 construction.
   (1) 媽媽把餃子餡兒嚐了嚐，覺得剛好。
   (2) 哥哥把那件衣服試了試，還是覺得不合適。

練習 Exercise

Complete the meaning of the following sentences using a suitable verb. Choose from 找 'look for', 嚐 'taste', 試 'try', 喝 'drink', 看 'look/read', 逛 'stroll', 聽 'listen'. Use the V 了 V pattern.

1 爸爸不喜歡酸的菜，他__________泰國菜以後覺得不好吃。

2. 他本來不喜歡這種音樂，我請他__________，他才覺得還不壞。
3. 老闆__________我找的資料，他覺得還不錯。
4. 週末我一個人在家，__________電視、__________啤酒，哪裡都沒去。
5. 我昨天下課沒馬上回家，先去__________才回家。

VII. Verb Particle (Complement) 上 shàng *coming into contact*

11-11 英譯 p.289

Function: When 上 serves as a verb particle, it refers to the 'coming into contact' between two nouns.

1. 王先生穿上西裝，準備去上班。
2. 新娘換上了另外一件漂亮的禮服。
3. 他跑了好久。最後，追上了垃圾車。
4. 林愛麗到台灣以後就喜歡上了台灣的芒果。
5. 我們一走進店裡去，姐姐就看上了那個紅色的背包。
6. 哥哥愛上了她，想跟她結婚。

Structures:

Negation:

1. 你不寫上你的名字，沒有人知道這本作業本是你的。
2. 媽媽沒搭上最後那班捷運。
3. 我沒追上垃圾車，只能明天再丟垃圾了。

Questions:

1. 你是不是在履歷表上寫上了名字？
2. 爸爸看上的東西就一定很好嗎？
3. 老闆愛上王小姐了吧？要不然怎麼對她那麼好呢？

Usage:

1. Only certain verbs can combine with 上. They must be verbs that can make two nouns come into contact with each other either physically or psychologically, e.g., 穿, 寫, 愛, 追.

2. Not all "V + 上" cominbations can have all the complement structures in the actual (positive, 沒 negative) or potential forms (can V_1 得 V_2, cannot V_1 不 V_2). See the chart below.

	Actual（＿，沒）	Potential（得 / 不）
追	✓	✓
看	✓	✓
愛	✓	×
穿	✓	✓
寫	✓	✓
送	✓	×
換	✓	×
喜歡	✓	×

(1) 皮包雖然貴，可是不好看。媽媽還看不上呢！
(2) 雖然很多人給他介紹女朋友，但是沒有一個他看得上的。

練習 Exercise

Please answer the following questions with "V + 上" or "V + 得 / 不 + 上".

1. A：你差不多天天都買西瓜、芒果，為什麼呢？
   B：因為我＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
2. A：你覺得李先生會不會跟白小姐結婚？
   B：我覺得不會，因為＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

3. A：你覺得住在台灣什麼最方便？
B：我們國家沒有那麼多的便利商店，
我真的＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

4. A：我覺得好冷，好像快生病了。
B：那麼，你快點＿＿＿＿＿＿＿＿＿＿＿＿＿＿吧。

5. A：送給新人的紅包上要寫什麼祝福的話呢？
B：你就＿＿＿＿＿＿＿＿＿＿＿，他們一定很高興。

語法例句英譯 Grammar Examples in English

I. *The Others* 其他的 qítā de vs. *Other* 別的 biéde vs. *Another* 另外的 lìngwài de

Function:

1. Since he came to Taiwan, he's only been to Hualien. He hasn't been to other places. (i.e., anywhere else)
2. I don't like to eat beef. Let's order something else.
3. About Mr. Li getting married, only I know. No one else knows.
4. I only heard that she moved. I didn't hear anything else.
5. Aside from this B&B, none of the other hotels have vacancies.
6. My current place of work is too far away from where I live. I plan on looking for another job.

Structures:

1. (1) How will the other three people go?
   (2) How will the other three people go?
2. (1) This particular department store only sells clothes made in Taiwan, but the other five sell international brands.

II. Verb Classifiers 下 xià、趟 tàng、遍 biàn、次 cì

Function:

1. His classmates hit him lightly. (i.e., tapped on/patted him)
2. Thailand is a lot of fun. My friend and I have been there twice.
3. I love that movie, so I watched it several times.

Structures:

1. a. I saved the information twice. How can it be gone?
   b. The information, I saved it twice. How can it be gone?
2. He hit me twice.
3. He read the book once before going to bed.

Questions:

1. How many times have you been to a wedding receptions in Taiwan?
2. Did you study chapter three (all the way through) once yesterday?
3. He's very good at basketball. He's competed in many baseball games, right?

Usage:

3. I read this book once.
   I read this book once from beginning to end.

III. Expressing *next in sequence* with 然後 ránhòu, 後來 hòulái, and 以後 yǐhòu

Function:

1. We first visited Taichung for a day, and then we went to Kenting.
2. Please wash the vegetables, and then start cooking the soup.
3. I originally had no interest in learning Tai Chi. Later, I discovered it was incredibly interesting, so I went and studied it.
4. I thought my younger brother was coming home today. I didn't know until later that he would not be back until tomorrow.
5. Although I can't ride a bike now, I will definitely be able to in the future.
6. This year, we'll go to Japan. We'll go to Vietnam later.

Questions:

1. You originally were thinking of going to Sun Moon Lake. How come you didn't later?
2. Yesterday, you lost your wallet. How did you find it later?
3. Is Kenting really that romantic? Would it be worth going again in the future?
4. With tuition steadily rising, I wonder if it will be affordable for our children to attend university in the future?

Usage:

1. (1) Tomorrow morning let's first go to the traditional market to buy vegetables, and then to the supermarket for fruit.
   (2) Yesterday morning we first went to the traditional market to buy vegetables, and then to the supermarket for fruit.
2. (1) Bai Ruyu hasn't gone back to her home country ever since she came to Taiwan.
   (2) Call me after you arrive in Korea.

IV. 才 cái *then and only then*

Function:

1. The bride and groom-to-be have to select an auspicious day before they can get married.
2. When making dumplings, the skins and filling have to be prepared first before the dumplings can be wrapped. (i.e., made)
3. We gave you these suggestions only because we wanted to help you.

Structures:

Questions:

1. Do we have to book a hotel before we can go on the trip?
2. You need to practice every day before you can be good at Tai Chi, right?
3. Only by trying on all these new clothes will you know which one suits you best, right?

Usage:

1. Tourists need to buy tickets before they can visit, i.e., look around, the museum.

2. Li Dongjian looked for a new place to move to only because his lease was about to expire.
3. He only studies so long every day, because he wants to get a good score on the test.

V. Passive Sentences with 被 bèi

Function:

1. My bike got stolen yesterday.
2. My leg got kicked by him and hurts.
3. These dumplings were wrapped well, but they were split open by me when cooking.

Structures:



Negation:

1. It's OK. My money wasn't stolen.
2. Those bowls were not broken by my little brother.
3. Those students are playing baseball. Be careful; don't get hit by the ball.

Questions:

1. I heard your cell phone disappeared. Did it get stolen?
2. Did you know that the window in the computer room of our school got smashed?
3. I can't find my notebook. Was it taken home by you? (i.e., Did you take it home with you?)

Usage:

1. (1) His backpack got stolen last week.
   (2) He spent NT$10,000 to buy a backpack and was found out by his dad.
   (3) According to Taiwan law, you can't work, or else you will be sent back to your country.
   (4) Tomorrow this desk will be moved to a different classroom.
   (5) He doesn't want anyone to know that he has been married before.
   (6) Every time Mom buys a mango cake, it gets eaten up instantly by my kid sister.

2. (1) It's been found out that we are working part-time jobs.
   (2) Be careful while traveling. Don't get your money stolen.
   (3) My bike was stolen by somebody.
   (4) What we were talking about was overheard by somebody. (or Somebody overheard what we were talking about.)

VI. Verb Reduplication in V 了 le V

Function:

1. Mom tried on that dress and found it very comfortable.
2. My friends told me that mangos are sweet in the summer, so I tried some.
3. My boss took a quick look at the proposal I wrote and said it was no problem.

Structures:



Questions:

1. When Mr. Wang came by yesterday, he just sat for a bit and left, right?
2. After trying for a while he simply couldn't keep on reading the book, is that why he didn't buy it?
3. After thinking about it for a long time, he finally decided to return to his country to work, right?

Usage:

1. (1) He heard that the seaside at Kenting is beautiful, so he'd like to go check it out.
   (2) Please do the homework that the teacher assigned today.
   (3) If you want to go on a trip, you should search for information on websites.

2. (2) Yesterday after the meal, I went to the park and took a short walk.
(3) I picked up a book about linguistics and felt tired after reading it for a while.

3. (1) Mom tasted the filling for the dumplings and felt it was just right.
(2) My older brother tried on the shirt, but found it did not suit him. (i.e., either in size, color or style)

VII. Verb Particle (Complement)

上 shàng *coming into contact*

Function:

1. Mr. Wang put on his suit and prepared to go to work.
2. The bride changed into another beautiful gown.
3. He ran a long time, and finally caught up with the garbage truck.
4. After arriving in Taiwan, Lin Aili fell in love with Taiwan's mangos.
5. As soon as we stepped into the shop, my big sister took a fancy for that red backpack.
6. My older brother has fallen in love with her and wants to marry her.

Structures:

Negation:

1. If you don't write your name on this workbook, no one will know it's yours.
2. Mom didn't catch the last MRT train.
3. I didn't catch up to the garbage truck, so I can only throw out the garbage tomorrow. (i.e., take the garbage out tomorrow)

Questions:

1. You wrote your name on the CV, didn't you?
2. Is everything that catches dad's fancy really nice?
3. I gather the boss has fallen in love with Miss Wang. Otherwise, why would he treat her so well?

Usage:

2. (1) The bag is expensive, but it's not attractive. Mom won't take a fancy to it.
(2) Although many people have introduced potential girlfriends to him, he hasn't taken a liking to any one of them.



I. My Travel Plans for Taiwan

Goal: Learning to plan a trip.

Task: Your family is planning to travel around Taiwan. Plan a five-day trip for them that would include Taipei, Taichung, and Kaohsiung. Report your plans to the class.

時間	要去參觀的地方	那個地方的特色	晚上住的地方
Example 第一天	❶ 上午先到台北101 ❷ 下午到故宮博物院 ❸ 晚上…	❶ 台灣最高的建築 ❷ 看看中國文化 ❸ …	
第一天			
第二天			
第三天			
第四天			
第五天			

II. Where Are These Places?

Goal: Learning to locate cities and scenic spots in Taiwan.
Task: Pair up with a classmate to discuss where the following cities and scenic areas are on the map.



	風景區
❶ 台北市	Ⓐ 故宮博物院
❷ 新北市	Ⓑ 日月潭
❸ 台中市	Ⓒ 墾丁公園
❹ 台南市	Ⓓ 台灣第一個孔廟 (Kǒngmiào, Confucius Temple)
❺ 高雄市	Ⓔ 陽明山
❻ 花蓮縣	Ⓕ 貓空
❼ 台東縣綠島	Ⓖ 阿里山 (Ālǐshān, Ali mountain)
❽ 嘉義縣（Jiāyì xiàn）	Ⓗ 101 大樓
❾ 屏東縣（Píngdōng xiàn）	Ⓘ 太魯閣國家公園 (Tàilǔgé guójiā gōngyuán, Taroko National Park)
❿ 南投縣（Nántóu xiàn）	Ⓙ 台灣最高的山—玉山
	Ⓚ 海底溫泉

* 縣（xiàn, county）、市（shì, city）。

III. Introducing Nice Places to Go

Goal: Learning how to recommend scenic areas to others and analyzing the pros and cons of those places.

Task: Introduce a place that you like to the class. Tell the class about the scenery there, what you can do there, and how the place makes you feel. Share your descriptions and feelings with the class.

地點	墾丁
特色	❶ 天氣好 ❷ 有美麗的海邊 ❸ ❹

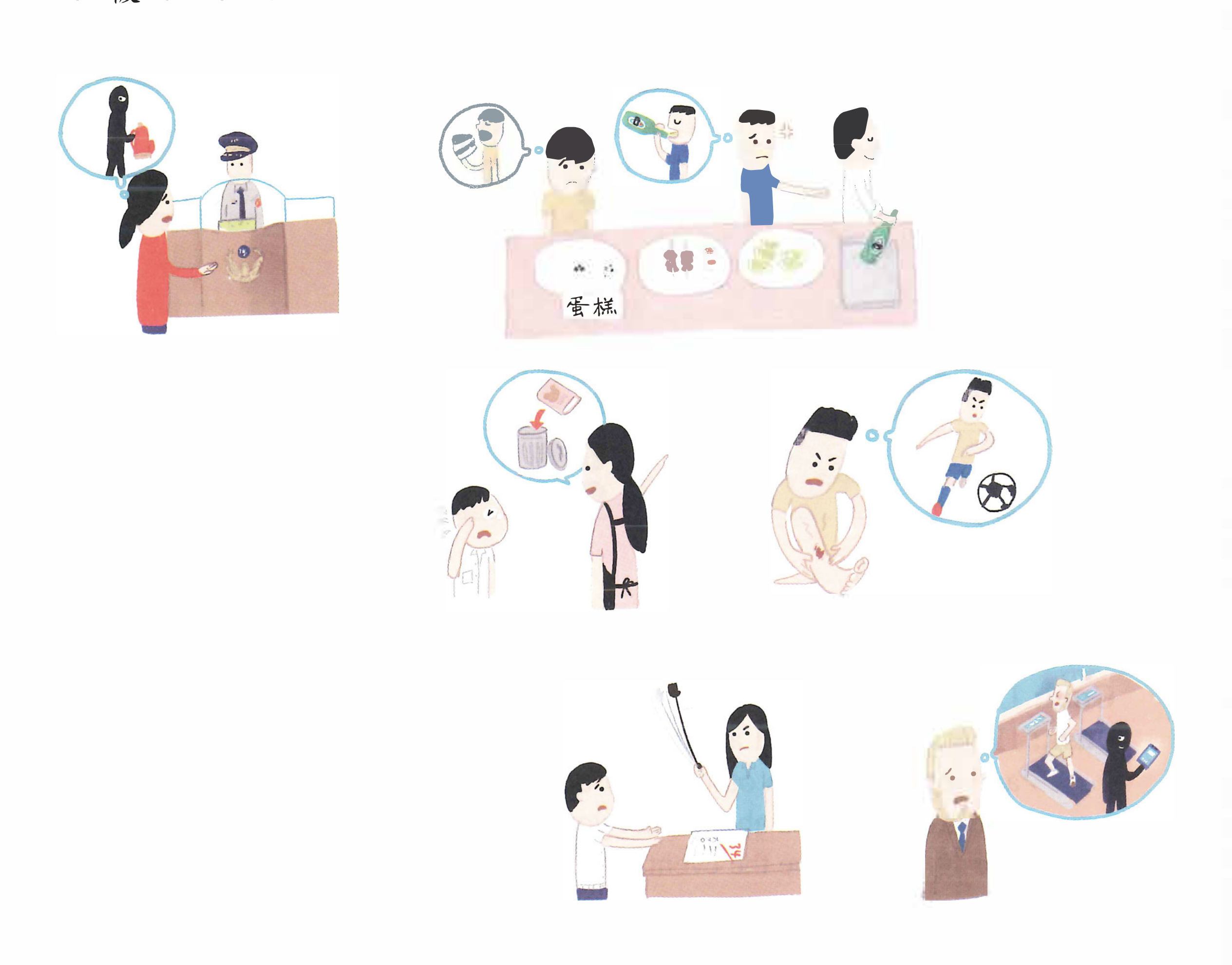
可以做的事	❶ 潛水 ❷ 曬太陽 ❸ ❹
必須去逛逛的地方	❶ 各國美食街 ❷ ❸
當地氣氛	❶ 輕鬆 ❷ ❸
最適合的時間	❶ 4 月，有歌唱活動 ❷
要注意的事	❶ 先訂好旅館 ❷

IV. An Unpleasant Experience

Goal: Learning how to talk about unpleasant experiences.
Task: Have you ever had anything stolen before? Pair up with a classmate and interview each other about unpleasant experiences each of you has had. Tell the class about what you learned. Follow the order below and use 被 to describe the event.

❶ 時間 when
❷ 地點 where
❸ 事情的經過 what happened
❹ 以後要注意什麼 what you will watch out for in the future

If you cannot think of any unpleasant events, you can describe the pictures below. Use 被 to describe the event.



文化 Bits of Chinese Culture

Taiwanese Folk Beliefs

▼ Taiwan temples.





In Taiwan, there are temples everywhere and a variety of different gods can be worshipped in any one temple. Taiwanese religious beliefs are an amalgam of Buddhism, Taoism, and Confucianism, often intermixed with local customs that vary from place to place. Although many Taiwanese adhere to either Buddhism or Daoism, these beliefs may in fact overlap–the line between the two religions is often not very clear. For example, Buddhist temples pay homage to the Bodhisattva Guanyin（觀世音菩薩 , from Buddhism）, but they may also honor the Taoist goddess Mazu（媽祖）. Taiwanese religious beliefs are essentially polytheistic. This mixture of Buddhism, Taoism, and Confucianism still exerts a strong influence on Taiwanese society today, as people go to temples to pray for happy marriages, good health, and success at work or school. Moreover, most funeral ceremonies are conducted in the Daoist tradition. (Taoist=Daoist)

In Taiwan Buddhist temples, such as Taipei's Longshan Temple（龍山寺）and Shandao Temple（善導寺）and Nantou's Zhongtai Zen Temple（南投中台禪寺）, are called 寺 *sì* (e.g., *Lóngshān Sì* 龍山寺). Taoist temples, such as Taipei's Xingtian Temple（行天宮）, Baoan Temple（保安宮）, Lugang's Tianhou Temple（鹿港天后宮）, and Beigang's Mazu Temple（北港朝天宮） are termed 宮 *gōng*, (e.g., *Xíngtiān Gōng*) 行天宮 .





Self-Assessment Checklist

I can talk about travel plans.

20% 40% 60% 80% 100%

I can talk about scenic spots, their locations, and surroundings.

20% 40% 60% 80% 100%

I can describe the scenery and what is special about it.

20% 40% 60% 80% 100%

I can express satisfaction and disappointment.

20% 40% 60% 80% 100%



第十二課

怎麼吃才健康？

How to Have a Healthy Diet?

學習目標 Learning Objectives

Topic: 飲食文化 Food Culture

- Learning to talk about my eating habits and the eating customs in my country.
- Learning to talk about the good and bad aspects of an event or situation.
- Learning to give suggestions on healthy eating.
- Learning to talk about the different flavors of food and how to make food.



怎麼吃才健康？

How to Have a Healthy Diet?

對話 Dialogue



12-01



月　美：我正在等白如玉，我們要去吃飯，你想跟我們一起去嗎？

馬　丁：好啊！妳們要去吃什麼？

月　美：我們打算去學校對面一家新開的素食餐廳。

馬　丁：速食？學校對面有「麥當勞」？我怎麼沒注意到？

月　美：你想錯了，不是麥當勞那種速食店，是不吃肉的素食餐廳。

馬　丁：新開的餐廳我都想去嚐一嚐，好，我跟妳們一起去。

（白如玉到了）

如　　玉：欸！馬丁，好久不見！月美，對不起，讓妳等了這麼久。

月　　美：沒關係，我也剛下課。馬丁也跟我們去吃飯。

（餐廳裡）

如　　玉：馬丁，你拿了這麼多菜，我沒想到你也喜歡吃素。

馬　　丁：我是到了台灣以後才覺得吃素不錯，我以前吃漢堡的機會比較多。

如　　玉：漢堡吃多了對健康不好，而且容易讓你變胖。

月　　美：我在越南就常常吃素。還有，這家餐廳的素菜看起來不油膩，好像每一樣都值得試試。

馬　　丁：我很好奇台灣女孩是不是都喜歡吃青菜？她們看起來個個都很瘦。

月　　美：這也不一定，我室友吃素，但是有一點胖。如玉，我記得妳男朋友不吃肉，對不對？

如　　玉：對，牛肉、豬肉，他不常吃，他只吃魚。

月　　美：我聽說西方一些吃素的人跟我們不太一樣，我們是完全不吃肉的。

馬　　丁：我覺得吃素應該是為了健康。

如　　玉：菜的味道不要太鹹，不要常吃炸的、烤的東西，就比較健康。

月　　美：下次有機會，請你們吃我做的越南素食。

如　　玉：我也可以做一些青菜沙拉請大家吃。

馬　　丁：真的？太好了，我希望多吃素，瘦一點，讓自己更健康。

如　　玉：快一點吃吧！我跟月美等一下還要準備下午的考試。

課文簡體字版 Text in Simplified Characters

月　美：我正在等白如玉，我们要去吃饭，你想跟我们一起去吗？
马　丁：好啊！妳们要去吃什么？
月　美：我们打算去学校对面一家新开的素食餐厅。
马　丁：速食？学校对面有「麦当劳」？我怎么没注意到？
月　美：你想错了，不是麦当劳那种速食店，是不吃肉的素食餐厅。
马　丁：新开的餐厅我都想去尝一尝，好，我跟妳们一起去。
（白如玉到了）
如　玉：欸！马丁，好久不见！月美，对不起，让妳等了这么久。
月　美：没关系，我也刚下课。马丁也跟我们去吃饭。
（餐厅里）
如　玉：马丁，你拿了这么多菜，我没想到你也喜欢吃素。
马　丁：我是到了台湾以后才觉得吃素不错，我以前吃汉堡的机会比较多。
如　玉：汉堡吃多了对健康不好，而且容易让你变胖。
月　美：我在越南就常常吃素。还有，这家餐厅的素菜看起来不油腻，好像每一样都值得试试。
马　丁：我很好奇台湾女孩是不是都喜欢吃青菜？她们看起来个个都很瘦。
月　美：这也不一定，我室友吃素，但是有一点胖。如玉，我记得妳男朋友不吃肉，对不对？
如　玉：对，牛肉、猪肉，他不常吃，他只吃鱼。
月　美：我听说西方一些吃素的人跟我们不太一样，我们是完全不吃肉的。
马　丁：我觉得吃素应该是为了健康。
如　玉：菜的味道不要太咸，不要常吃炸的、烤的东西，就比较健康。
月　美：下次有机会，请你们吃我做的越南素食。
如　玉：我也可以做一些青菜沙拉请大家吃。
马　丁：真的？太好了，我希望多吃素，瘦一点，让自己更健康。
如　玉：快一点吃吧！我跟月美等一下还要准备下午的考试。

課文英譯 Text in English

Yuemei : I am waiting for Bai Ruyu. We're going to go eat. Would you like to join us?
Martin : Sure! What are you going to eat?
Yumei : We are planning to go to a new vegetarian restaurant across the street from the school.
Martin : Fast food? There's a McDonald's across the street from school? How come I never noticed?
Yumei : You're mistaken. Not fast food like McDonald's. It's vegetarian. The kind that doesn't have any meat dishes.
Martin : I like to try out all new restaurants. Sure, I'll go with you two.
(Ruyu is here.)
Ruyu : Hey? Martin, long time no see! Yuemei, sorry to keep you waiting so long.
Yuemei : That's all right. I just got out of class also. Martin is going to join us for lunch.
(In the restaurant)
Ruyu : Martin, you got so much food. I didn't know you like to eat vegetarian, also.
Martin : It was only after I arrived in Taiwan that I found that eating vegetarian food is all right. In the past, I had more opportunities to eat hamburgers. (i.e., I didn't have as many opportunities to eat vegetarian food before. Or I used to eat burgers a lot.)
Ruyu : Eating too many hamburgers is not good for you and it can make you get fat easily.
Yuemei : I eat vegetarian food a lot in Vietnam. Also, the food here doesn't look oily. Everything looks worth trying, i.e., so tempting.
Martin : I'm curious, do all Taiwanese girls like to eat vegetables. Each of them looks very thin.
Yuemei : Not necessarily. My roommate is a vegetarian, but also a little heavy. Ruyu, I recall that your boyfriend doesn't eat meat, right?
Ruyu : Right, he doesn't eat beef or pork often. He only eats fish.
Yuemei : I hear that in the West, some vegetarians are a bit different from us. We eat no meat at all.
Martin : I feel that eating vegetarian food should be done for your health.
Ruyu : It is healthier if your food is not too salty and don't frequently eat things that are deep fried or grilled.
Yuemei : Next time when we have the opportunity, I'll treat you to some Vietnamese vegetarian food made by me.
Ruyu : I can make a vegetable salad for everybody.
Martin : Really? That would be great. I want to eat more vegetarian food, lose some weight, and be healthier.
Ruyu : Hurry up and eat. In a bit, Yuemei and I have an exam to prepare for this afternoon.

生詞一 Vocabulary 1

 12-02

Vocabulary

1	新	xīn	ㄒㄧㄣ	(Adv)	newly
2	開	kāi	ㄎㄞ	(V)	to open (business)
3	素食	sùshí	ㄙㄨˋ ㄕˊ	(N)	vegetarian food
4	速食	sùshí	ㄙㄨˋ ㄕˊ	(N)	fast food
5	錯	cuò	ㄘㄨㄛˋ	(Vp)	to be mistaken, wrong
6	肉	ròu	ㄖㄡˋ	(N)	meat
7	欸	èi	ㄟˋ	(Ptc)	an interjection particle, calling for attention
8	讓	ràng	ㄖㄤˋ	(V)	to let, to make
9	吃素	chīsù	ㄔ ㄙㄨˋ	(V-sep)	to be a vegetarian, to eat vegetarian food
10	漢堡	hànbǎo	ㄏㄢˋ ㄅㄠˇ	(N)	hamburger
11	變	biàn	ㄅㄧㄢˋ	(Vp)	to become
12	胖	pàng	ㄆㄤˋ	(Vs)	fat
13	素菜	sùcài	ㄙㄨˋ ㄘㄞˋ	(N)	vegetarian food, dishes
14	油膩	yóunì	ㄧㄡˊ ㄋㄧˋ	(Vs)	oily, greasy
15	樣	yàng	ㄧㄤˋ	(M)	measure word for dishes, kinds
16	好奇	hàoqí	ㄏㄠˋ ㄑㄧˊ	(Vs)	curious, to wonder
17	女孩	nǚhái	ㄋㄩˇ ㄏㄞˊ	(N)	girl
18	青菜	qīngcài	ㄑㄧㄥ ㄘㄞˋ	(N)	vegetables
19	瘦	shòu	ㄕㄡˋ	(Vs)	thin
20	室友	shìyǒu	ㄕˋ ㄧㄡˇ	(N)	roommate
21	豬肉	zhūròu	ㄓㄨ ㄖㄡˋ	(N)	pork
22	西方	xīfāng	ㄒㄧ ㄈㄤ	(N)	the West, western
23	完全	wánquán	ㄨㄢˊ ㄑㄩㄢˊ	(Adv)	completely
24	鹹	xián	ㄒㄧㄢˊ	(Vs)	salty
25	炸	zhá	ㄓㄚˊ	(V)	to deep fry

26	烤	kǎo	ㄎㄠˇ	(V)	to grill, to roast, to BBQ
27	沙拉	shālā	ㄕㄚ ㄌㄚ	(N)	salad

Names

28	麥當勞	Màidāngláo	ㄇㄞˋ ㄉㄤ ㄌㄠˊ		McDonald's

Phrases

29	速食店	sùshí diàn	ㄙㄨˋ ㄕˊ ㄉㄧㄢˋ		fast food restaurant

短文 Reading

 12-03



白如玉、馬丁和陳月美一起到一家素食餐廳吃午餐，他們聊起吃素的經驗。

他們注意到只要在學校附近就找得到素食餐廳，他們也覺得很多台灣人都不討厭吃素，但是不一定餐餐都吃素；還有，很多台灣人吃素是因為宗教的關係。白如玉說她吃素跟宗教沒有關係，只是覺得吃太多肉容易變胖。她建議馬丁應該少吃一點漢堡、薯條什麼的，多吃青菜，可以讓身體更健康。

陳月美也同意，最好不要常吃炸的、烤的食物，菜的作法越簡單越好，煮的或是蒸的東西，都不太油膩。

陳月美還說，在她家附近有一家賣有機食品的店，天天都有很多人去買他們的食品，好像人人都很注意身體健康。他們覺得，這大概是因為地球的環境汙染越來越嚴重，不少人吃了有問題的食物就生病了，所以才慢慢開始注意食品的衛生和營養問題。

馬丁聽了以後說，他可以趁在台灣的機會，多吃吃素食，讓自己瘦下來。

課文簡體字版 Text in Simplified Characters

如玉、马丁和陈月美一起到一家素食餐厅吃午餐，他们聊起吃素的经验。

他们注意到只要在学校附近就找得到素食餐厅，他们也觉得很多台湾人都不讨厌吃素，但是不一定餐餐都吃素；还有，很多台湾人吃素是因为宗教的关系。白如玉说她吃素跟宗教没有关系，只是觉得吃太多肉容易变胖。她建议马丁应该少吃一点汉堡、薯条什么的，多吃青菜，可以让身体更健康。

陈月美也同意，最好不要常吃炸的、烤的食物，菜的作法越简单越好，煮的或是蒸的东西，都不太油腻。

陈月美还说，在她家附近有一家卖有机食品的店，天天都有很多人去买他们的食品，好像人人都很注意身体健康。他们觉得，这大概是因为地球的环境污染越来越严重，不少人吃了有问题的食物就生病了，所以才慢慢开始注意食品的卫生和营养问题。

马丁听了以后说，他可以趁在台湾的机会，多吃吃素食，让自己瘦下来。

課文英譯 Text in English

Bai Ruyu, Martin, and Chen Yuemei had lunch at a vegetarian restaurant. They talked about their experiences with eating vegetarian food.

They noticed that near schools, you can always find vegetarian restaurants. They think that Taiwanese like to eat vegetarian food, but don't necessarily have it every meal. Also, many Taiwanese eat vegetarian food because of religious reasons. Bai Ruyu said her eating vegetarian food has nothing to do with religion. She just thinks that eating too much meat makes you fat. She suggested that Martin eat fewer things like hamburgers and fries, and more greens, as that is much healthier.

Chen Yuemei agreed with Ruyu, saying that it is best not to eat deep fried or grilled food too often. The simpler the method used to make a dish, the healthier it is. Things that are boiled or steamed aren't too oily.

Chen Yuemei added that there is a store that sells organic food near her house. Every day, a lot of people go there to buy food. It seems like people are watching out for their health. They feel that this is probably because world environmental pollution is increasing

seriously and many people are getting sick from the problem food, i.e., food with problems, they eat, so they are slowly beginning to pay attention to the issues of food hygiene and nutrition.

After hearing this, Martin said he could take advantage of the opportunity of being in Taiwan, i.e., of his time in Taiwan, to eat more vegetarian food to lose weight.

生詞二 Vocabulary II

 12-04

Vocabulary

1	只要	zhǐyào	ㄓˇ ㄧㄠˋ	(Conj)	as long as
2	討厭	tǎoyàn	ㄊㄠˇ ㄧㄢˋ	(Vst)	to dislike
3	餐	cān	ㄘㄢ	(M)	measure word for meal
4	宗教	zōngjiào	ㄗㄨㄥ ㄐㄧㄠˋ	(N)	religion
5	關係	guānxi	ㄍㄨㄢ ˙ㄒㄧ	(N)	relationship
6	薯條	shǔtiáo	ㄕㄨˇ ㄊㄧㄠˊ	(N)	French fries
7	作法	zuòfǎ	ㄗㄨㄛˋ ㄈㄚˇ	(N)	way of doing something, e.g., cooking
8	越	yuè	ㄩㄝˋ	(Adv)	more
9	簡單	jiǎndān	ㄐㄧㄢˇ ㄉㄢ	(Vs)	simple
10	蒸	zhēng	ㄓㄥ	(V)	to steam
11	有機	yǒujī	ㄧㄡˇ ㄐㄧ	(Vs-attr)	organic
12	食品	shípǐn	ㄕˊ ㄆㄧㄣˇ	(N)	food
13	地球	dìqiú	ㄉㄧˋ ㄑㄧㄡˊ	(N)	the earth
14	汙染	wūrǎn	ㄨ ㄖㄢˇ	(N)	pollution
15	嚴重	yánzhòng	ㄧㄢˊ ㄓㄨㄥˋ	(Vs)	serious
16	衛生	wèishēng	ㄨㄟˋ ㄕㄥ	(N)	hygiene
17	營養	yíngyǎng	ㄧㄥˊ ㄧㄤˇ	(N)	nutrition

Phrases

18	什麼的	shénmede	ㄕㄣˊ ˙ㄇㄜ ˙ㄉㄜ		things like (that); etc.

文法 Grammar

I. 讓 ràng *to let someone do something*  12-05


英譯 p.314

Function: The verb 讓 has several different but related meanings, depending on the sentence and on the context, e.g.,

1. 租房子的事，請你讓我想一想。(let)
2. 天氣這麼冷，冷得讓我感冒了。(make, cause)
3. 讓小孩一個人去旅行，不太安全吧！(permit)
4. 老闆讓我做這份工作。(permit)
5. 老師說我說中文說得很流利，讓我很高興。(make)
6. 吃太辣讓妹妹的喉嚨不舒服。(make)
7. 這次旅行讓我更了解台東這個地方了。(make)

Structures:



Negation:

1. 我跟小王借錢的事，我不讓他告訴別人。
2. 颱風來了，媽媽不讓我們出去踢足球。
3. 高美玲不讓李東健在泡菜裡放太多辣椒。



Questions: Either A-not-A or 是不是 can be used.

1. 老闆讓不讓你把公司的車開回家去？
2. 妳媽媽讓不讓妳跟我去潛水？
3. 你女朋友是不是讓你踢完足球再去找她？

練習 Exercise

Rewrite the following sentences using the 讓 construction.

1. 馬安同用了高美玲的電腦，可是沒先告訴她，高美玲很不高興。
   → ____。

2. 今天有颱風，弟弟想出去玩，媽媽說不可以。

→____。

3. 李東健的台灣朋友晚上吃飯的時候喝了三杯啤酒，李東健說他不可以開車。

→____。

4. 老闆說田中誠一工作做得不好，說了半個鐘頭。陳月美知道這件事以後，覺得很奇怪。

→____。

5. 馬安同的朋友騎走了白如玉的新腳踏車，白如玉非常不高興，她跟馬安同說什麼？

→____。

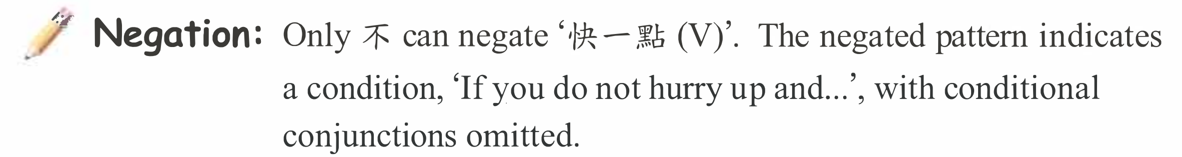
II. 快一點 kuài yìdiǎn *hurry up*  12-06


英譯 p.314

Function: This pattern is used in urging the addressee to hurry up with whatever the latter is being engaged in.

1. 電影快開始了。我們快一點！
2. 哥哥跟弟弟說：「不要上網了，快一點去睡覺！」
3. 你最好快一點決定，這個房間可能很快就有人租了。

Structures:



Negation: Only 不 can negate '快一點 (V)'. The negated pattern indicates a condition, 'If you do not hurry up and...', with conditional conjunctions omitted.

1. 你不快一點吃完，我們就不能看電影了。
2. 我們不快一點去吃飯，那家店可能就休息了。
3. 你不快一點來嚐嚐這個甜點，就被大家吃光了。

Usage: '快一點 +V' and 'V+ 快一點' are two unrelated constructions. The first 快 refers to time (Hurry up!), while the second 快 refers to manner (fast vs. slowly).

1. 快一點跑！
2. 跑快一點！
3. 慢一點去！
4. 走慢一點！

練習 Exercise

Re-arrange the following sentences by inserting 快一點 into them.

1. 我要去坐捷運了。→ ______________________________。
2. 要下雨了，我們回家吧。→ ______________________________。
3. 陳月美打算回國以後找工作。→ ______________________________。
4. 婚禮要開始了，我們找座位吧。→ ______________________________ ______________________________。
5. 郵局要休息了，我要去郵局提錢。→ ______________________________ ______________________________。
6. 張老師跟馬丁說：「包餃子，我們要煮餃子了。」
→ ______________________________。
7. 馬安同跟李東健說：「找完租房子的資料，我們去踢球。」
→ ______________________________。

III. Verb Particle 起 qǐ *to touch upon*



英譯 p.314

Function: When 起 combines with action verbs as their verb-particle, it refers to a meaning of 'to touch upon', e.g., 聊起 'to have talked about', 想起 'to have recalled, to have remembered', 談起 'to have talked about', 說起 'to have spoken of'.

1. 我跟朋友一說起台灣小吃，就很有興趣。
2. 陳月美一個人在台灣，她想起越南的家人時，有點難過。
3. 李東健跟朋友談起找房子的事，朋友告訴他可以上網找。

Structures:



Negation:

1. 老闆在辦公室的時候，別說起薪水的事。
2. 他沒跟我談起結婚的事，所以我不能給他什麼建議。
3. 我以為他會告訴我旅行的事，可是今天他來家裡都沒聊起。

Questions:

1. 中午的時候，她們是不是聊起昨天看的電影了？
2. 李明華問父母：「你們是不是談起我女朋友了？」
3. 我忘了我們是怎麼談起吃素的了？

練習 Exercise

Rewrite the sentences using “V 起”.

1. 馬安同一談足球，就很有興趣。→ ______________________
2. 陳月美一想去年租房子的事，就覺得不舒服。→ ______________________
3. 高美玲跟朋友一聊法國，就想她的家人。→ ______________________
4. 李明華每次跟朋友一聊電影，就忘了時間。→ ______________________
5. 田中誠一每次一說中文的一、二、三、四聲，就覺得很麻煩。

   → ______________________

IV. 只要 zhǐyào…就 jiù… *as long as...*


12-08


英譯 p.315

Function: 只要 is a conjunction presenting a condition in the first clause, which is followed by a second clause of consequence, introduced by an adverb 就. As long as the condition is met, the consequence follows.

1. 只要坐捷運，就能到台北很多地方去玩。
2. 你只要到郵局或是便利商店，就找得到提款機，可以提錢。
3. 只要你在說中文的環境裡，你的中文就會進步得快一點。

4 你只要去參觀故宮博物院，就可以看見很多中國古代的東西。
5 你只要多喝水、多休息，感冒很快就會好了。

Structures: 只要 is a conjunction, which can appear before or after the subject. 就 is an adverb, and can only appear before a VP.



Questions: Only 是不是 can be used.

1 是不是只要他答應跟妳結婚，妳就願意留在台灣？
2 你是不是只要到一個新環境，就很容易感冒？
3 是不是只要房東同意房租少一點，你就不搬家了？

練習 Exercise

Answer the following questions using 只要…，…就….

1 A：中文好學嗎？我能學好中文嗎？
B：____。

2 A：你想我買不買得起台灣中南部的房子？
B：____。

3 A：天天運動，不容易感冒，是真的嗎？
B：____。

4 A：可以回收的塑膠瓶，能不能丟在垃圾桶裡？
B：____。

5 A：如果我們去墾丁，可不可以玩那裡的水上活動？
B：____。

V. 越 yuè…越 yuè… *the more..., the more...*



12-09



英譯 p.315

Function: This pattern expresses that when A is true, B is also true.

1 學生租房子，離學校越近越方便。

2 我聽說辣椒越紅越辣，是不是？
3 很多台灣人說臭豆腐越臭越好吃。

Structures: In this pattern, A can be an action or a state, but B can only be a state.

1 很多東西都是用得越久越容易壞。
2 他忘了把資料存在哪裡了，越急越找不到。
3 他們越走越遠，已經不知道回民宿的路了。
4 弟弟現在包餃子，越包越好了。
5 這個音樂，我越聽越喜歡。


Questions: 是不是 is the only structure possible for this pattern.

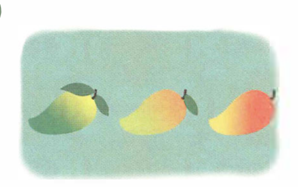
1 你的字是不是寫得越快越不好看？
2 越健康的食物是不是越不好吃？
3 禮物是不是越貴，大家越喜歡？

Usage: Both A and B can appear in the same clause, but sometimes they appear in two separate clauses.

1 你越忙，越應該找時間運動運動。
2 泡菜放的時間越長，味道越酸。
3 離捷運站越近的房子，房租越貴。
4 垃圾分類做得越好，可以回收的資源越多。

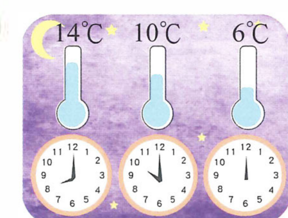
練習 Exercise

Answer the following questions based on the pictures below using the '越 A 越 B' pattern.



芒果越紅越甜。

2

馬安同覺得，韓國泡菜 ________________。

3


最近 ________________。

④ 

環境汙染

______________。

⑤ 

婚禮請客的那天，

______________。

VI. Topic as Contrastive  12-10

英譯 p.316

Function: A topic in Chinese can serve as the contrastive element in a sentence, i.e., “this, but not that...”. Either a subject or an object can be so contrasted.

1. A：台灣小吃，你都喜歡嗎？
   B：水餃、包子，我喜歡；臭豆腐，我討厭。
2. A：你建議我們帶什麼東西去旅行？
   B：錢、手機一定要帶；藥，不一定要帶。
3. A：高美玲有教語言的經驗嗎？
   B：教法文的經驗，她有；教西班牙語的經驗，她沒有。
4. A：馬安同是不是會騎車？
   B：機車，他不會騎，他只會騎腳踏車。
5. A：他們都會包小籠包嗎？
   B：包小籠包，陳月美不會，可是白如玉會。

練習 Exercise

Answer the following questions based on the pictures below using the pattern taught.

1.

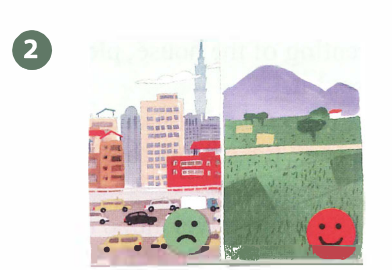


牛肉麵、臭豆腐，馬丁都喜歡吃嗎？



→ ______________________。

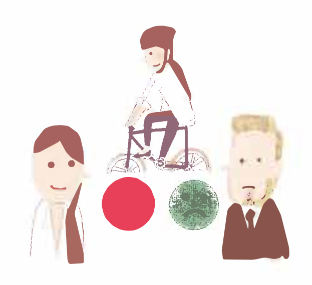
2.



李東健喜不喜歡大城市？喜不喜歡鄉下小鎮？

→ ______________________。

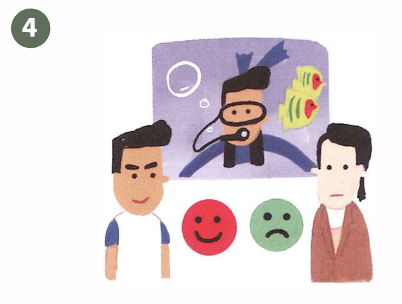
3.



馬丁喜不喜歡騎腳踏車？高美玲呢？

→ ______________________。

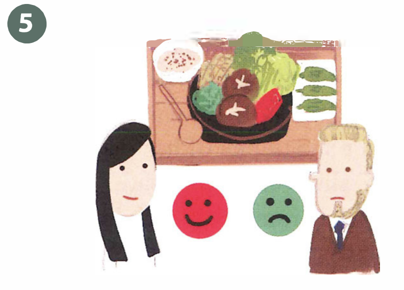
4.



馬安同和田中誠一喜不喜歡潛水？

→ ______________________。

5.



陳月美和馬丁，他們都喜歡吃素食嗎？

→ ______________________。

6.



王開文和李明華都喜歡逛夜市嗎？

→ ______________________。

語法例句英譯 Grammar Examples in English

I. 讓 ràng *to let someone do something*

Function:

1. About the renting of the house, please let me think about it.
2. The weather is so cold that it caused me to have a cold. (i.e., It's so cold that I caught a cold.)
3. Allowing children to travel alone is a bit unsafe, I should think. (i.e., Isn't it a bit unsafe to let children travel alone?)
4. The boss is letting me do this work.
5. The teacher said that I speak Chinese fluently making me feel happy.
6. Your younger sister will get a sore throat if she eats too much spicy food.
7. This trip allowed me to better understand Taitung.

Structures:

Negation:

1. I didn't let him tell anyone that I borrowed money from Xiao Wang.
2. The typhoon was coming and mom didn't let us go out and play soccer.
3. Gao Meiling didn't let Li Dongjian put too many peppers in the kimchi.

Questions:

1. Does the boss allow you to drive the company car back home?
2. Will your mom let you go scuba diving with me?
3. Did your girlfriend have you go see her after you finished playing soccer?

II. 快一點 kuài yìdiǎn *hurry up*

Function:

1. The movie is about to start. Let's hurry up.
2. The older brother said to the younger brother: "Get off the internet and hurry to bed!"
3. You'd better hurry up and decide. This room could be rented by someone very quickly. (i.e., Somebody might take this room any time.)

Structures:

Negation:

1. If you don't hurry up and finish eating, we won't be able to see the movie.
2. If we don't hurry up and go eat, the restaurant might be closed (by the time we get there).
3. If you don't hurry up and try this dessert, it'll get eaten up by everybody else.

Usage:

1. Hurry up and run.
2. Run faster!
3. Take your time and go later!
4. Walk slower!

III. Verb Particle 起 qǐ *to touch upon*

Function:

1. As soon as my friend and I started talking about Taiwanese goodies, i.e., light repasts, our interest piqued.
2. Chen Yumei lives in Taiwan alone. Whenever she thinks of her family in Vietnam, she feels a little sad.
3. Li Dongjian brought up with his friend the topic of renting an apartment and his friend told him he could search online.

Structures:

Negation:

1. Don't bring up the issue of salary while the boss is in the office.

2. He didn't bring up the issue of marriage, so I was unable to give him any advice.
3. I thought he was going to tell me about his travels, but when he came to my house today, he didn't bring it up.

Questions:

1. At noon did they chat about the movie they saw yesterday?
2. Li Minghua asked his parents, "Are you guys talking about my girlfriend?"
3. I forget how we got started talking about vegetarianism (or eating vegetarian food). (i.e., I forget how the topic of vegetarians/ vegetarian food came up.)

IV. 只要 zhǐyào…就 jiù… *as long as...*

Function:

1. As long as, i.e., if, you take the MRT, you can get to many places in Taipei.
2. As long as, i.e., if, you go to a post office or a convenience store, you can find an ATM to withdraw money.
3. As long as you are in a Chinese-speaking environment, your Chinese will improve a bit more quickly.
4. If you visit the Palace Museum, you will see many things from ancient China.
5. As long as, i.e., if, you drink a lot of water and rest a lot, your cold will be OK very quickly. (i.e., Drink plenty of fluids and get plenty of rest and you'll be over your cold very quickly.)

Structures:

Questions:

1. As long as he agrees to marry you, you would be willing to stay in Taiwan, right?
2. If you go to a new environment, you catch cold easily, right? (i.e., Whenever you change environments or go to a new place, you catch cold easily, right?)
3. As long as the landlord agrees to lower the rent a bit, you won't move out, right?

V. 越 yuè… 越 yuè… *the more..., the more...*

Function:

1. For a student renting an apartment, the closer it is to school, the more convenient it is.
2. I heard that the redder a pepper is, the hotter it is. Is that true?
3. Many Taiwanese say that, for stinky tofu, the stinkier it is, the better.

Structures:

1. For a lot of things, the longer you use them, the easier, i.e., more likely, it is that they'll break.
2. He forgot where he saved the information, and the more anxious he got, the more difficult it became to find.
3. They kept walking further and further away until they had no idea how to get back to the B&B.
4. The dumplings wrapped by my little brother are being wrapped better and better. (i.e., My little brother is getting better and better at wrapping dumplings.)
5. The more I listen to this music, the more I like it.

Questions:

1. The faster you write, the uglier your characters become, right?
2. The healthier the food is, the worse it tastes, right?
3. The more expensive a gift is, the better it is received, right?

Usage:

1. The busier you get, the more you should find time to exercise.
2. The longer kimchi is stored, more sour it gets.
3. The closer an apartment is to an MRT station, the higher the rent.
4. The better garbage sorting is done, the more resources (there are that) can be recycled.

VI. Topic as Contrastive

Function:

1. A: Do you like all Taiwanese snacks?
   B: Dumplings and steamed buns I like. Stinky tofu I dislike.
2. A: What do you suggest we bring on the trip?
   B: Wallet and cell phone, these are a must, but meds are optional.
3. A: Does Gao Meiling have any language teaching experience?
   B: Experience teaching French, yes. Experience teaching Spanish, no.
4. A: Can Ma Antong ride a bicycle/ motorcycle?
   B: Motorcycles, he can't ride. He can only ride bicycles.
5. A: Can they all wrap xiaolongbao?
   B: Wrapping xiaolongbao, Chen Yuemei can't, but Bai Ruyu can.



I. Different Eating Customs and Habits

Goal: Learning to talk about different eating customs and habits.

Task: Interview your friends or classmates about their eating customs and habits. Ask, for example, is there anything that people in their country don't eat or especially like eating? What do they usually eat for breakfast? What time do they usually have dinner?
Share what you find out with the class.

II. Likes and Dislikes

Goal: Learning how to express likes and dislikes.

Task: Make sentences using 越 A 越 B as quickly as possible, using cues given by the teacher.

話題	越A越B
臭豆腐	臭豆腐越臭越好吃。
我喜歡我的咖啡… 大家都希望薪水… 我喜歡事情…	
檸檬魚	

III. A Survey

Goal: Learning to read and understand words related to common eating customs and habits.

Task: Ask five people outside of class questions using the survey on eating habits below. Report to the class what you find out. For example, how many people did you interview? How many are vegetarians? How many like beef? How many like grilled food?

你	□吃素	□不吃素		
你吃	□蛋 □豬肉	□辣椒 □牛肉	 □魚	
你喜歡吃	□辣的 □烤的	□酸的 □炸的	□鹹的 □煮的	□甜的 □蒸的

IV. Choosing a Restaurant

Goal: Learning to explain choices.

Task: Pair up with a classmate. Complete the following conversation in which A is inviting B out to dinner. You can talk about things that are special about the menu, prices, how to get to the restaurant, etc.

Example

A：我們明天去春天餐廳吃晚飯。

B：為什麼要去那家餐廳？

A：因為…

文化 Bits of Chinese Culture

Vegetarianism in Taiwan

Because of Buddhism's profound influence on Taiwanese culture, many Taiwanese are vegetarians. Others, following traditions dating back to the island's agrarian past, refrain from eating beef, though they do eat other types of meat. However, because of economic and social changes that have come about over the years, fewer and fewer people eat all three daily meals at home or cook for themselves. Nowadays, most people eat out a good deal of the time. As a result, the number of vegetarians has decreased. Unless someone is a truly devout Buddhist, he or she is likely to settle for the next best thing–not eating meat on the 1st and 15th of every lunar month.



▲ A vegetarian restaurant.
《聯合報》林孟潔／攝影



▲ Vegetarian food labels–completely vegetarian.



▲ Vegetarian food labels–lacto-vegetarian.

In addition, those who practice vegetarianism for religious reasons have also made concessions–as long as they do not partake of actual animal flesh, they can enjoy eggs and dairy products, as well as dishes that include those ingredients. In Taiwan, many foods are labeled "completely vegetarian," "lacto-vegetarian" or "lacto-ovo-vegetarian." Buddhist monks and nuns in Taiwan don't eat eggs, but can consume milk, cheese, and other dairy products.



Self-Assessment Checklist

I can talk about my eating habits or eating customs in my country.

20% 40% 60% 80% 100%

I can talk about the good and bad aspects of an event or situation.

20% 40% 60% 80% 100%

I can give suggestions on healthy eating.

20% 40% 60% 80% 100%

I can talk about the different flavors of food and how to make them.

20% 40% 60% 80% 100%

LESSON 13

第十三課 我的手機掉了

I Lost My Cell Phone

學習目標 Learning Objectives

Topic: 網路與生活 The Internet and Life

- Learning to express and respond to dissuasion.
- Learning to express the frequency of events.
- Learning to offer solutions for problems.
- Learning to make imperative and command statements.



我的手機掉了

I Lost My Cell Phone

對話 Dialogue

13-01





愛　　麗：怎麼了？在找什麼？

馬　　丁：找我的手機，我怎麼找都找不到。

愛　　麗：我早上還看到你在餐廳低頭玩手機，你是不是在餐廳掉的？

馬　　丁：不是，我離開餐廳後，還給義大利朋友傳過簡訊。

愛　　麗：是不是被誰拿走了？要是有人撿到了，看見你的手機那麼新，功能又好，就留下自己用了。

馬　丁：我就怕是這樣，這已經是我掉的第三支手機了。

愛　麗：你的手機是你女朋友送的禮物？這樣會讓她生氣吧！

馬　丁：是啊！她還叫我別再掉手機了。要是被她知道了，一定會罵我的。

愛　麗：你是什麼時候發現手機不見的？

馬　丁：我剛剛想上網，才發現不見的。

愛　麗：你傳完簡訊後，還去了什麼地方？

馬　丁：我先去健身房做運動，然後去圖書館做功課。

愛　麗：你去圖書館找過了嗎？

馬　丁：到處都找過了，還是找不到。怎麼辦？我女朋友不會讓我再買新手機的。

愛　麗：那健身房呢？

馬　丁：我在健身房沒用手機。啊！我想起來了！

愛　麗：想起來啦？放在什麼地方了？

馬　丁：剛剛我在查回國的班機資料，正要訂位的時候，手機沒電了。所以我去健身房的時候，放在那裡充電。

愛　麗：你怎麼這麼糊塗，趕快回去拿吧！

馬　丁：那我先走了！妳別告訴我女朋友喔！

課文簡體字版 Text in Simplified Characters

爱　丽：怎么了？在找什么？
马　丁：找我的手机，我怎么找都找不到。
爱　丽：我早上还看到你在餐厅低头玩手机，你是不是在餐厅掉的？
马　丁：不是，我离开餐厅后，还给义大利朋友传过简讯。
爱　丽：是不是被谁拿走了？要是有人捡到了，看见你的手机那么新，功能又好，就留下自己用了。
马　丁：我就怕是这样，这已经是我掉的第三支手机了。
爱　丽：你的手机是你女朋友送的礼物？这样会让她生气吧！
马　丁：是啊！她还叫我别再掉手机了。要是被她知道了，一定会骂我的。
爱　丽：你是什么时候发现手机不见的？
马　丁：我刚刚想上网，才发现不见的。
爱　丽：你传完简讯后，还去了什么地方？
马　丁：我先去健身房做运动，然后去图书馆做功课。
爱　丽：你去图书馆找过了吗？
马　丁：到处都找过了，还是找不到。怎么办？我女朋友不会让我再买新手机的。
爱　丽：那健身房呢？
马　丁：我在健身房没用手机。啊！我想起来了！
爱　丽：想起来啦？放在什么地方了？
马　丁：刚刚我在查回国的班机资料，正要订位的时候，手机没电了。所以我去健身房的时候，放在那里充电。
爱　丽：你怎么这么糊涂，赶快回去拿吧！
马　丁：那我先走了！你别告诉我女朋友喔！

課文英譯 Text in English

Aili : What is it? What are you looking for?

Martin : I am looking for my cell phone. I can't find it anywhere.

Aili : I saw you this morning in the restaurant with your head down playing on it. Did you lose it there?

Martin : No. After I left the restaurant, I texted my Italian friend.

Aili : Maybe someone took it, i.e., walked off with it. If someone picked it up and noticed that your phone is so new, i.e., how new your phone is, and has a lot of functions, he might keep it and use it himself.

Martin : That is what I'm afraid of. This is already the third cell phone I've lost.

Aili : Your phone was a gift from your girlfriend, wasn't it? I gather this will make her angry.

Martin : Yeah. She even told me not to lose any more cell phones. If she finds out, she'll be sure to scold me.

Aili : When did you discover the cell phone was gone?

Martin : I was thinking about going online just now and noticed it gone. (i.e., I didn't discover it was gone until I wanted to go online just now.)

Aili : After you sent the text message, where else did you go?

Martin : I went to the gym to workout, then I went to the library to do my homework.

Aili : Did you look in the library?

Martin : I've looked everywhere, but I can't find it. What am I going to do? My girlfriend won't let me buy a new cell phone.

Aili : And the gym?

Martin : I didn't use the phone in the gym. Ah! I remember!

Aili : You remember? Where did you leave it?

Martin : Earlier, I was looking up information on flights home, and when I was about to make a reservation, my cell phone was out of power. So when I went to the gym, I left it there charging.

Aili : How can you be so muddle-headed? Hurry up and go back to get it!

Martin : Okay, I'm off! Don't tell my girlfriend!

生詞一 Vocabulary I

 13-02

People in the Dialogue

1	林愛麗	Lín Àilì	ㄌㄧㄣˊ ㄞˋ ㄌㄧˋ		Lin Aili, a woman from Canada

Vocabulary

2	掉	diào	ㄉㄧㄠˋ	(Vp)	to lose
3	低頭	dītóu	ㄉㄧ ㄊㄡˊ	(V-sep)	to lower one's head
4	傳	chuán	ㄔㄨㄢˊ	(V)	to send (text message, email)
5	過	guò	ㄍㄨㄛˋ	(Ptc)	a phase particle indicating completion of an action
6	簡訊	jiǎnxùn	ㄐㄧㄢˇ ㄒㄩㄣˋ	(N)	text message
7	功能	gōngnéng	ㄍㄨㄥ ㄋㄥˊ	(N)	function
8	生氣	shēngqì	ㄕㄥ ㄑㄧˋ	(Vs-sep)	to get angry at
9	叫	jiào	ㄐㄧㄠˋ	(V)	to tell
10	罵	mà	ㄇㄚˋ	(V)	to yell at, to scold, to tell off
11	健身房	jiànshēnfáng	ㄐㄧㄢˋ ㄕㄣ ㄈㄤˊ	(N)	gym
12	啦	la	˙ㄌㄚ	(Ptc)	a sentence-final particle indicating a question, 了＋啊
13	查	chá	ㄔㄚˊ	(V)	to check, to look up (for information)
14	班機	bānjī	ㄅㄢ ㄐㄧ	(N)	flight
15	訂位	dìngwèi	ㄉㄧㄥˋ ㄨㄟˋ	(V-sep)	to make reservations
16	電	diàn	ㄉㄧㄢˋ	(N)	electric power
17	充電	chōngdiàn	ㄔㄨㄥ ㄉㄧㄢˋ	(V-sep)	to charge (the battery of an electronic devive)
18	糊塗	hútú	ㄏㄨˊ ㄊㄨˊ	(Vs)	muddle-headed
19	喔	ō	ㄛ	(Ptc)	a sentence-final particle indicating a suggestion

Names

20	義大利	Yìdàlì	一ˋ ㄉㄚˋ ㄌㄧˋ	Italy

Phrases

21	拿走	názǒu	ㄋㄚˊ ㄗㄡˇ	to take away
22	撿到	jiǎndào	ㄐㄧㄢˇ ㄉㄠˋ	to find something, to pick up
23	留下	liúxià	ㄌㄧㄡˊ ㄒㄧㄚˋ	to keep for oneself

短文 Reading

 13-03



現代人的生活已經離不開網路了，生活裡有很多事，比方說買東西、查資料、下載音樂，只要上網，就能做到。住在不同國家的人，也能天天用網路聊天。要是哪裡發生了事情，這些消息，都能透過網路，馬上傳到世界每一個地方，讓大家知道第一手資料。網路替我們節省了時間，還把世界變小了。

雖然網路讓我們的生活變得更便利，但是也有一些問題。很多人每天早上才起床，就急著上網。每五分鐘就要檢查一次郵件，一有新消息、新照片就立刻上傳。他們什麼時候都在上網，好像只有睡覺的時候，才離開網路。在網路上花太多時間，讓很多人的生活變得不正常了。

網路太方便了，讓大家已經習慣透過網路跟朋友打招呼、聊天、談事情，但是不想跟人面對面地說話，人跟人的關係好像越來越遠了。我們應該想一想，怎麼好好地利用網路，才不會影響人跟人的關係。

課文簡體字版 Text in Simplified Characters

现代人的生活已经离不开网路了，生活里有很多事，比方说买东西、查资料、下载音乐，只要上网，就能做到。住在不同国家的人，也能天天用网路聊天。要是哪里发生了事情，这些消息，都能透过网路，马上传到世界每一个地方，让大家知道第一手资料。网路替我们节省了时间，还把世界变小了。

虽然网路让我们的生活变得更便利，但是也有一些问题。很多人每天早上才起床，就急着上网。每五分钟就要检查一次邮件，一有新消息、新照片就立刻上传。他们什么时候都在上网，好像只有睡觉的时候，才离开网路。在网路上花太多时间，让很多人的生活变得不正常了。

网路太方便了，让大家已经习惯透过网路跟朋友打招呼、聊天、谈事情，但是不想跟人面对面地说话，人跟人的关系好像越来越远了。我们应该想一想，怎么好好地利用网路，才不会影响人跟人的关系。

課文英譯 Text in English

Modern day people cannot do without the internet. There are many things in life, for example, buying things, looking up information, and downloading music, that we are able to do if we go online. People living in different countries can talk to each other every day using the internet. If something happens anywhere, the news can be sent immediately everywhere in the world through the internet, allowing everyone to know the information first hand. The internet saves us time and has made the world smaller.

Although the internet makes our lives more convenient, there are some problems. A lot of people are in a hurry to get online first thing after they get up every morning, want to check their email once every five minutes, and as soon as they have the latest news and new photos, they upload/post them online right away. They are online all the time. It seems like only when they are asleep do they get off the internet. Spending too much time online has made a lot of people's lives abnormal.

The internet is too convenient. People have become used to greeting, chatting with, and discussing things with their friends online, but they don't want to talk face-to-face and relationships between people seem to be getting further and further apart. We should think about how we can make good use of the internet so that it doesn't influence relationships between people.

生詞二 Vocabulary II

 13-04

Vocabulary

1	網路	wǎnglù	ㄨㄤˇ ㄌㄨˋ	(N)	the internet
2	發生	fāshēng	ㄈㄚ ㄕㄥ	(Vp)	to happen
3	事情	shìqíng	ㄕˋ ㄑㄧㄥˊ	(N)	event, happening
4	消息	xiāoxí	ㄒㄧㄠ ㄒㄧˊ	(N)	news, information
5	透過	tòuguò	ㄊㄡˋ ㄍㄨㄛˋ	(Prep)	through
6	世界	shìjiè	ㄕˋ ㄐㄧㄝˋ	(N)	the world
7	節省	jiéshěng	ㄐㄧㄝˊ ㄕㄥˇ	(V)	to save
8	起床	qǐchuáng	ㄑㄧˇ ㄔㄨㄤˊ	(Vp-sep)	to get out of bed
9	檢查	jiǎnchá	ㄐㄧㄢˇ ㄔㄚˊ	(V)	to check
10	郵件	yóujiàn	ㄧㄡˊ ㄐㄧㄢˋ	(N)	mail
11	立刻	lìkè	ㄌㄧˋ ㄎㄜˋ	(Adv)	immediately
12	上傳	shàngchuán	ㄕㄤˋ ㄔㄨㄢˊ	(V)	to upload, to post
13	正常	zhèngcháng	ㄓㄥˋ ㄔㄤˊ	(Vs)	to be normal
14	談	tán	ㄊㄢˊ	(V)	to talk over, to talk about, to discuss

Phrases

15	現代人	xiàndài rén	ㄒㄧㄢˋ ㄉㄞˋ ㄖㄣˊ	modern day people, people today
16	比方說	bǐfāng shuō	ㄅㄧˇ ㄈㄤ ㄕㄨㄛ	for example
17	做到	zuòdào	ㄗㄨㄛˋ ㄉㄠˋ	to be able to achieve, to succeed in doing
18	第一手	dìyīshǒu	ㄉㄧˋ ㄧ ㄕㄡˇ	first hand
19	急著	jízhe	ㄐㄧˊ ˙ㄓㄜ	in a hurry to
20	打招呼	dǎ zhāohū	ㄉㄚˇ ㄓㄠ ㄏㄨ	to greet someone; to say hello; to wave at someone
21	面對面	miàn duì miàn	ㄇㄧㄢˋ ㄉㄨㄟˋ ㄇㄧㄢˋ	face-to-face

文法 Grammar

I. Completion of Action with V + 過 guò  

Function: The 過 in this lesson follows an action verb, indicating that said action is complete; it is different from the experiential 過 of L3.

1. 你們吃過餃子再吃菜。
2. 大家今天都跑過一千公尺了。
3. 垃圾車剛剛來過了。

Structures: V ＋過

 **Negation:**

1. 他們還沒吃過午飯。
2. 這個月他還沒付過房租。
3. 今天我還沒練習過太極拳。

Questions:

1. 你喝過咖啡了嗎？
2. 今年大家都回過國了嗎？
3. 那個電影你已經看過了嗎？

Usage: The 過 indicating completion of an action is a phase marker, placed after an action verb in the form of V + 過. Despite indicating completion, 過 differs functionally from markers 完 and 好. Whereas V 完 and V 好 simply indicate completion, implicit in V 過 is that something has been completed and repetition is unnecessary. Compare the following sentences:

1. 我做完功課了。
2. 我做好功課了。
3. 我做過功課了。

The first two sentences (V 完 and V 好) simply state the fact that homework has been completed. The third sentence (V 過) has added implication, and is often used

in response to suggestions like “shouldn’t you do your homework?” or “go do your homework”. See below for further examples.

1. A：要不要喝咖啡？
   B：我剛剛喝過（咖啡）了。
2. A：快考試了，趕快去看書。
   B：我已經看過（書）了。
3. A：等一下我們去跑步吧！
   B：我們不是昨天已經跑過了嗎？

練習 Exercise

Please use V + 過 when completing the following sentences.

1. A：你感冒了，要不要我陪你去醫院？
   B：不用了，________________________________。
2. A；今年暑假我們去泰國玩吧！
   B：換一個地方吧！____________________________。
3. A：我們一起去吃午飯吧！吃素食怎麼樣？
   B：不好意思，_______________________________。
4. A：聽說李安的新電影很有意思，你想不想看？
   B：我上禮拜________________________________。
5. A：你給如玉打電話，問問她今天來不來。
   B：你不在的時候，我__________________________。

II. Verb Particle 走 zǒu *away*

 13-06


英譯 p.345

Function: 走, when serving as a verb particle, usually indicates a movement of the object away from the speaker due to the subject’s action.

1. 我們都把客人送走了。

2. 請你把門口的那些東西推走。
3. 那件衣服已經被別人買走了。

Structures:



Negation:

1. 那幾本書我沒借走，還在圖書館裡。
2. 他沒騎走你的腳踏車，你的車還停在家裡呢！
3. 你不搬走門口這張桌子，我的家具搬不進去。

Questions:

1. 昨天的作業，老師收走了沒有？
2. 偷手機的那個人是不是跑走了？
3. 銀行的錢都被提走了嗎？

Usage:

1. 把 or 被 constructions are often used with the verb particle 走.

(1) 他把我的腳踏車騎走了。
(2) 朋友把我的書帶走了。
(3) 我的手機被誰拿走了？

2. The following verbs combine with 走: 拿 ‘take’, 搬 ‘move’, 推 ‘push’, 騎 ‘ride’, 借 ‘borrow’, 買 ‘buy’, 帶 ‘bring’, 約 ‘have date/appointment with (someone)’, 選 ‘select, choose’, 送 ‘send’, 偷 ‘steal’, 提 ‘to withdraw (as of money)’ and 罵 ‘scold’. The object can be a concrete thing, but can also be something abstract, e.g., 他離開的時候把快樂的氣氛也帶走了。

3. 得 / 不 can be inserted for the potential form of the pattern.

(1) 這麼多書，你拿得走嗎？
(2) 他告訴大家他決定留在這裡，誰也罵不走他。
(3) 家具太多了，你可能一次搬不走。

練習 Exercise

Complete the following sentences by choosing the most appropriate verbs from the following list. Please use correct form of verb and use it to the sentence.

選　罵　偷　拿　接　搬　騎

1. A：我的書在你那裡嗎？
   B：都還在妳房間裡，我一本也＿＿＿＿＿＿＿＿＿＿。
2. A：請問如玉在不在？我想問她想不想跟我去看電影？
   B：你怎麼現在才來？她已經被安同＿＿＿＿＿＿＿＿＿＿了。
3. 張小姐把最大的禮物＿＿＿＿＿＿＿＿＿＿了。
4. 這些桌子、椅子太多了，我一個人＿＿＿＿＿＿＿＿＿＿。
5. A：白小姐怎麼回家了？
   B：剛剛李先生一生氣，就把白小姐＿＿＿＿＿＿＿＿＿＿了。
6. 我的自行車壞了，你看看還＿＿＿＿＿＿＿＿＿＿？
7. A：你把背包放在椅子上，沒關係嗎？
   B：放心，只要關著門，誰也＿＿＿＿＿＿＿＿＿＿。

III. Imperative Sentences with 叫 jiào





Function: 叫 here is a transitive verb to indicate that someone asks or makes someone else do something or get something done.

1. 媽媽叫我先把包水餃的材料準備好。
2. 房東叫我們把新家具都搬到樓上房間去。
3. 老師叫學生進教室參加考試。
4. 醫生叫我多休息。
5. 女朋友叫我少吃油膩的食物。

Structures:



Negation: 沒 is used for events in the past, 別 for events to come and 不 for either.

1. 別叫小孩一個人去超商買飲料。
2. 別叫新學生參加演講比賽。
3. 你們不喜歡喝酒，我以後不叫你們來了。
4. 爸爸不叫他看書，他是不會看的。
5. 老師沒叫你出去，你怎麼自己跑出去了？
6. 主任沒叫高美玲介紹自己的工作經驗。

Questions:

1. 是不是主任叫你來參加這個活動的？
2. 醫生是不是叫你別天天喝酒？你還是少喝一點吧！
3. 老師沒叫你把功課帶來嗎？

Usage:

1. As a verb, 叫 has several different meanings. Compare the meanings of the following examples.

(1) 他肚子痛得大叫。(to scream)

(2) 你沒聽到我叫你嗎？ (to call someone)

(3) 他叫馬安同。(to be named)

(4) 腳踏車也叫自行車。(to be termed)

2. 請 is similar to 叫，but is more polite.

(1) 張老師叫你去找他。(plain command)

(2) 張老師請你去找他。(polite request)

練習 Exercise

Describe the following scenarios with 叫.

1. 媽媽對爸爸說：「你應該吃素。」
→ ____。
2. 主任對東健說：「你去郵局提五萬塊錢。」
→ ____。
3. 師父對安同說：「你把太極拳的動作再練習一次。」
→ ____。
4. 房東對我說：「你明天記得給房租。」
→ ____。
5. 男朋友對小美說：「妳騎車騎慢一點。」
→ ____。

IV. 別再 bié zài⋯了 le *stop doing it*


13-08


英譯 p.346

Function: The pattern '別再⋯了' is used to ask the addressee to stop doing something.

1. 別再玩手機了！
2. 別再抱怨工作了！
3. 別再考慮了！
4. 別再麻煩他了！
5. 姐姐跟妹妹說：「別再買新衣服了！」
6. 你週末要多運動！別再忘了！

Structures: 別 is an imperative/command marker. 別再 could be used with most actions or a small number of states. The subject is often omitted.

1. （你）別再生氣了！
2. 別再請我吃甜點了！我已經很胖了。
3. 你已經掉過一次錢包了，別再不小心了！

練習 Exercise

Answer the questions below using the 別再…了 pattern.

1. 你的朋友等公車等了很久，車還不來，你對朋友說什麼？
   → ____。
2. 安同練習太極拳已經練習了兩三個小時，馬丁對他說什麼？
   → ____。
3. 馬丁又忘了寫作業，張老師很生氣，張老師對他說什麼？
   → ____。
4. 你在看書，室友一直在旁邊說話，你對他說什麼？
   → ____。
5. 雨已經下了一個星期了，你希望怎麼樣？
   → ____。

V. To offer assurance with 會 huì…的 de





Function: This pattern indicates the speaker's certainty about something to take place in the future. 會 expresses the likelihood of an action or a state, while the sentence-final 的 expresses the assuring tone of voice.

1. 你說話的聲音太大，會讓人討厭的。
2. 大家不常見面，關係會越來越遠的。
3. 你只吃肉，不吃青菜，這樣健康會有問題的。

Structures:



Negation: Only negation 不 is used in this pattern. 沒 is not allowed.

1. 你放心，你被老闆罵的事，我不會告訴別人的。
2. 我的功課沒那麼好，老師不會讓我參加交換學生的計畫的。
3. 要是沒有教書的經驗，語言中心不會選你的。

Usage: 的 in this pattern indicates the speaker's assurance of the event. Without a final 的, then the sentence is only a factual statement without personal involvement. Compare the following examples.

1. 她會來參加我們的婚禮的。
2. 她會來參加我們的婚禮。

練習 Exercise

Complete the following dialogues using the '會…的'.

1. A：爸爸已經病了三年了。
   B：放心，＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
2. A：我覺得大家還不太注意環境保護的問題。
   B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
3. A：學了這麼久的西班牙文，我覺得一點都沒進步。
   B：只要你多練習，＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
4. A：我找了這麼久，在學校附近的房子房租都很貴，房租便宜的，交通就不方便了。
   B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
5. A：怎麼辦？學生的字總是寫不好。
   B：他們才學了一個月，我想＿＿＿＿＿＿＿＿＿＿＿＿。

VI. 透過 tòuguò⋯ *by means of...*


13-10


英譯 p.347

Function: The preposition 透過 indicates facilitation by an intermediate means; it describes the way, method, or mode by which something is accomplished.

1. 透過網路，我們能知道世界各地的消息。
2. 透過參加社團活動，安同認識了很多朋友。
3. 透過李教授，我才找到這份在語言中心的工作。

Structures: 透過 belongs to a small sub-category of prepositions that can occur either sentence-initially or in front of VP.

1. 透過這次參觀，外國學生知道怎麼做台灣的傳統甜點了。
2. 中國人相信透過食物能讓身體越來越健康。
3. 很多外國學生透過電視節目練習聽的能力。

Negation:

1. 不透過考試，有的老師不能了解學生學得好不好。
2. 聽說不透過介紹是很難到那家公司工作的。
3. 你不透過長時間的練習是學不會的。

Questions:

1. 你們是透過美玲介紹認識的嗎？
2. 他到國外旅行，都是透過這個網站找到適合的旅館嗎？
3. 是不是有很多公司都透過網路，替自己的新手機做廣告。

Usage: The -guo in 透過 is not the experiential aspect, but a verb complement -guo ‘over’. Other examples in this formation include 超過 chāoguò ‘to exceed’ and 越過 yuèguò ‘to cross over’.

練習 Exercise

Please put the following sentences in the correct order.

Example

很多朋友 / 練功夫 / 馬丁 / 透過 / 也認識了

→ 透過練功夫，馬丁也認識了很多朋友。

1. 網路 / 現代人 / 透過 / 太忙了 / 有不少人 / 買東西

   → ____。

2. 生活 / 學 / 透過 / 語言 / 孩子

   → ____。

3. 提錢了 / 透過 / 便利商店的 / 就可以 / 提款機 /

   → ____。

4. 比 / 語言 / 生活 / 只上課 / 透過 / 我覺得 / 學 / 學得快

   → ____。

5. 認識 / 社團活動 / 可以透過 / 新朋友 / 參加 / 學生

   → ____。

VII. 才 cái…就 jiù… *only just…, and…already*



英譯 p.347

Function: This pattern is used to indicate the speaker's surprise at the occurrence of an event so soon after another.

1. 蛋糕才拿來，就被大家吃完了。
2. 他上星期才拿到薪水，就已經用了一半了。
3. 老師昨天才教過的字，學生今天就忘了。

Structures: The subjects in the two clauses can be identical or different.

1. 如玉上星期才開始找房子，昨天就搬家了。(same subjects)
2. 透過朋友的介紹，大明、小美才認識三個月，下個月就要結婚了。(same subjects)
3. 我們才說這幾天天氣不錯，颱風下個星期就要來了。(different subjects)
4. 老師才離開，學生就開始說話了。(different subjects)

Questions:

1. 那個字是不是你才教過，學生就忘了？
2. 他是不是才買了腳踏車，就被偷了？
3. 你是不是覺得才放暑假，就要上課了？

Usage: 才 and 剛 are similar adverbs. However, '才…就…' indicates the speaker's surprise, regret, or negative attitude, while '剛…，就…' is simply factual. In other words, 剛 refers to timing only, while 才 includes the speaker's attitude. Compare the following examples.

1. 如玉才買車，車就被偷走了。
2. 如玉剛買車，車就被偷走了。

練習 Exercise

Combine the following sentences using '才…，就…'. Omit portions that don't need to be repeated.

1. 那個學生學了半年的中文。/ 那個學生說中文說得很好。

   → ________________________________。

2. 明華是十點起床的。/ 明華中午覺得有一點累了。

   → ________________________________。

3. 喜宴六點半開始的。/ 很多客人六點都來了。

   → ________________________________。

4 馬丁學太極拳學了三天。/ 太極拳馬丁學不下去了。

→ ____。

5 美玲來台灣一個月了。/ 美玲變胖了。

→ ____。

VIII. Frequency with 每 měi + Time Expression

 13-12



Function: This pattern indicates the happening of an event at particular intervals of time, similar in meaning to the English sentence 'I clean the pool every 3 days'. Frequency consists of 每 followed by a time expression.

1. 學校的游泳池每一個星期換一次水。
2. 馬丁每三天就去一次健身房。
3. 東健每六個月就到外國旅行一次。

Structures: 每 + Time Expression + VP

The subject can appear either before or after frequency phrase.

1. 每一個星期我打一次電話回家。
2. 馬丁每三天就去健身房運動一次。
3. 每一個月語言中心考兩次試。
4. 我每兩、三天就去吃一次牛肉麵。

Negation:

1. 我們不是每半年交一次房租，是每兩個月交一次。
2. 他不是每兩年換一支手機，他常常買新手機。
3. 我的電腦不能每三分鐘就存一次資料。

Questions:

1. 他每個月上幾次教堂？
2. 我們是不是每三個月有一次假期？
3. 你去旅行的時候，是不是每天都傳很多次簡訊給女朋友？

Usage:

1. In daily conversation, 每 is sometimes omitted, but then the time expression is spoken with a stress.

   (1) 明華（每）半年跟大學朋友吃一次飯。

   (2) 老師（每）三天就考一次聽寫。

2. Verb classifiers, if any, are positioned either next to the verb or after the object. The former position is preferred.

   (1) a. 張先生每半個月去一趟越南。
   b. 張先生每半個月去越南一趟。

   (2) a. 你每個月上幾次教堂？
   b. 你每個月上教堂幾次？

   (3) 他每個月送兩次禮物給女朋友。
   *他每個月送禮物給女朋友兩次。

3. When 就 is used in this pattern, it indicates that the frequency is higher than expected; if the frequency is lower than expected, 才 can be used. Please compare the following examples.

   (1) 張主任每半年請我們吃一次飯。(factual statement)

   (2) 張主任每半年就請我們吃一次飯。(he's a generous person)

   (3) 張主任每半年才請我們吃一次飯。(he's a stingy person)

練習 Exercise

Complete the following sentences using '每 frequency'.

1. A：你們老師常考試嗎？
   B：我們常考試，每__________就__________。

2. A：你的身體真好。
   B：當然，我常運動，我__________。

3. A：我們應該多見面。
   B：你說的沒錯，我們以後____________________吧！
4. A：小美又買新手機了。
   B：只要有新手機，她就想換。差不多______________。
5. A：你常去日本嗎？
   B：是啊！因為工作的關係，____________________。

IX. 只有 zhǐyǒu…，才 cái… *cannot…, unless…*  13-13 

英譯 p.348

Function: In this pattern, 只有 introduces a condition, which must be satisfied before the 才 clause can be carried out.

1. 這家旅館，只有三個月前先訂，才訂得到房間。
2. 我只有星期六，才有時間倒垃圾。
3. 我家附近只有星期四，才回收汽水罐。

Structures: The two subjects in this pattern can be identical or different.

1. 很多學生只有打工，才付得起學費。
2. 你只有多休息，病才會好得快一點。
3. 這個地方太吵，老師只有換到別的教室，才能上課。

Questions:

1. 學生是不是只有考試以前才念書？
2. 你是不是只有在學校，才能上網？
3. 安同只有週末，才有時間練習太極拳嗎？

Usage: '只有…，才…,' and '只要…，就…' (L 12, point 4, in this volume) both indicate conditionals. However, in '只有…，才…' the said condition is (in the speaker's view) harder to meet. On the other hand, in '只要…，就…' the condition is not that difficult to attain. Compare the following examples.

1. 只有懂法文，才能到那家公司工作。(few people understand French)
2. 只要懂法文，就能到那家公司工作。(many people unterstand French)

練習 Exercise

In each of the sentences below, determine whether '只有…，才…' or '只要…，就…' is appropriate.

1. A：你對學中文有什麼好的建議？

   B：學中文不容易，____________多練習，____________學得好。

2. A：我的外國學生能到你的學校當西班牙文的老師嗎？

   B：____________中文說得不錯的，____________能當我們的老師。

3. A：請問這附近哪幾天可以丟垃圾、回收紙杯？

   B：差不多每天都可以丟垃圾，可是____________，____________回收紙杯。

4. A：在學校上網很麻煩嗎？

   B：一點也不麻煩，____________有____________，____________。

5. A：你常上網檢查郵件嗎？

   B：我工作很忙，________________，________________。

語法例句英譯 Grammar Examples in English

I. Completion of Action with V + 過 guò

Function:

1. Eat the dishes after you have done with the dumplings.
2. Everyone ran 1000 meters today (as expected).
3. The garbage truck has already been here (for the day).

Structures:



Negation:

1. They haven't eaten lunch yet.
2. He hasn't paid this month's rent.
3. I haven't practiced Tai Chi today.

Questions:

1. Have you had coffee already?
2. Has everyone gone back to their home country this year?
3. Have you already seen that movie?

Usage:

1. I finished my homework.
2. I finished my homework.
3. I have already finished my homework (and I don't need to do anymore).

1. A: Would you like some coffee?
   B: (No,) I just had some.
2. A: There is a test coming up, you should be studying.
   B: I have already studied (and I am ready for the test).
3. A: Let's go for a run!
   B: Didn't we already go running yesterday?

II. Verb Particle 走 zǒu *away*

Function:

1. We sent off all the guests.
2. Please push away all those things from the door.
3. That dress (or blouse, garment, etc.) has already been purchased (and taken away) by someone.

Structures:



Negation:

1. I did not take out those books; they are still in the library.
2. He didn't ride away on your bike. Your bike is still parked at home.
3. If you don't move this desk away from the entrance, I can't move my furniture in.

Questions:

1. Has the teacher picked up yesterday's homework?
2. Did the guy who stole the cell phone run off?
3. Has all the bank's money been withdrawn?

Usage:

1. (1) He rode away on my bike.
   (2) A friend took my book away.
   (3) Who took my cell phone away?
2. When he left, he took away with him the pleasant ambiance.
3. (1) This many books!? (i.e., There are so many books.) Are you able to take them all away?
   (2) He told everyone that he has decided to stay, so no matter who tells him off it's no use.
   (3) There is too much furniture. You probably won't be able to move it away all at once.

III. Imperative Sentences with 叫 jiào

Function:

1. Mom asked me to first get all the ingredients for wrapping dumplings ready.
2. The landlord asked us to move all the new furniture to the room upstairs.
3. The teacher told the students to go inside the classroom to take the exam.
4. The doctor told me to rest more.
5. My girlfriend asked me to eat less greasy food.

Negation:

1. Don't have the child go alone to the convenience store to buy a drink.
2. Don't tell new students to participate in the speech contest.
3. You guys don't like to drink, so I won't ask you to come in the future.
4. He doesn't study unless his father tells him to.
5. The teacher didn't send you, so how come you ran out on your own?
6. The director did not ask Gao Meiling to talk about her work experience.

Questions:

1. Did the director ask you to attend the event?
2. The doctor told you not to drink every day, right? You should ease up a bit then!
3. Didn't the teacher ask you to bring your homework?

Usage:

1. (1) His stomach hurt so much that he screamed.
   (2) Didn't you hear me call you?
   (3) He is called Ma Antong. (i.e., His name is Ma Antong.)
   (4) Jiaotache is also known as zixingche.
2. (1) Teacher Zhang asked, or told, you to go see him.
   (2) Teacher Zhang requested that you go see him.

IV. 別再 bié zài⋯了 le *stop doing it*

Function:

1. Stop playing on the cellphone.
2. Stop complaining about work.
3. Don't think about it anymore.
4. Don't bother him anymore.
5. The older sister said to her younger sister, 'Stop buying new clothes!'
6. You should take exercise over the weekend. Don't forget again.

Structures:

1. (You) don't be angry anymore.
2. Stop treating me to sweets! I'm big enough already.
3. You've dropped your wallet once already. Don't be so careless again.

V. To offer assurance with 會 huì⋯的 de

Function:

1. You speak very loud; other people might find it annoying.
2. If we don't see one another often, our relationships will become more and more distant.
3. If you only eat meat and don't eat vegetables, your health will have problems.

Structures:

Negation:

1. Don't worry. I won't tell anybody about what the boss laced into you for.
2. My grades are not that strong. The teacher won't allow me to take part in the exchange student program.
3. If you don't have any teaching experience, the language center will not select you.

Usage:

1. She will surely come attend our wedding.
2. She will come attend our wedding.

VI. 透過 tòuguò… *by means of...*

Function:

1. Thanks to the internet we can know what is happening in places all around the globe.
2. Antong met many friends by going to student group activities.
3. I got this job at the language center thanks to Professor Li.

Structures:

1. Through this official visit, the international students learned how to make traditional Taiwanese sweets.
2. Chinese people believe that diet is the key to good health.
3. Many international students practice their listening skills by watching television.

Negation:

1. Without tests, some teachers would not know how well their students are doing.
2. I've heard it's really hard to get into that company unless you are recommended.
3. You'll never learn without lots of practice.

Questions:

1. Were you introduced to each other by Meiling?
2. Did he use this website to find accommodations for his travels abroad?
3. Do lots of cell phone companies promote their new phones online?

VII. 才 cái…就 jiù… *only just…, and… already*

Function:

1. The cake was just brought here and it has already been eaten up by everybody.
2. He just got his salary last week and he's already used up half of it.
3. The characters that the teacher just taught yesterday have already been forgotten by the students. (i.e., The students have already forgotten the characters that the teacher just taught yesterday.)

Structures:

1. Ruyu only started looking for a place last week, but she already moved yesterday.
2. Daming and Xiaomei were introduced to each other by a friend only three months ago and they're already planning to get married next month.
3. We were just saying that the weather has been nice these past few days and now a typhoon is going to be here next week.
4. The teacher just left and the students started chatting.

Questions:

1. Didn't you just teach that word and the students have already forgotten it?
2. Didn't he just buy that bike and it's already been stolen?
3. Don't you feel like you just started your summer break and it's already time to go back to school?

Usage:

1. Ruyu just bought her car and it has already been stolen.
2. Ruyu just bought her car and it was stolen.

VIII. Frequency with 每 měi + Time Expression

Function:

1. The school swimming pool changes water once a week. (i.e., The water in the school swimming pool is changed once a week.)
2. Martin goes to the gym once every three days.
3. Dongjian takes a trip abroad once every six months.

Structures:

1. Once a week, I call back home.
2. Martin goes to the gym to work out once every three days.
3. The language center gives exams twice every month.
4. I eat beef noodles once every two or three days.

Negation:

1. We pay rent once every two months, not once every half year.
2. He doesn't update his cellphone only once every two years. He buys a new one quite often.
3. My computer is unable to save data every three minutes.

Questions:

1. How many times does he go to church every month?
2. We have a vacation once every three months, right?
3. When you travel, do you send lots of texts to your girlfriend every day?

Usage:

1. (1) Minghua dines with his friends from college every six months.
   (2) The teacher gives a dictation test every three days.
2. (1) a. Mr. Zhang goes to Vietnam every half month.
   b. Mr. Zhang goes to Vietnam every half month.
   (2) a. How many times do you go to church every month?
   b. How many times do you go to church every month?
   (3) He gives gifts to his girlfriend twice a month.
3. (1) Director Zhang treats us to a meal every six months.
   (2) Director Zhang treats us to a meal (as frequently as) every six months.
   (3) Director Zhang treats us to a meal only every six months.

IX. 只有 zhǐyǒu…，才 cái… *can not…, unless…*

Function:

1. You can only get a room at this hotel if you make reservations three months in advance.
2. I only have time on Saturday to take the garbage out.
3. In the area where I live, soft drink cans are recycled only on Thursdays.

Structures:

1. Many students can only afford to pay tuition by working part time.
2. You have to get a lot of rest. Only then will you get well more quickly. (i.e., You have to get a lot of rest if you want to get well more quickly.)
3. This place is too noisy. The teacher can only conduct class if they change to another classroom.

Questions:

1. The students only study before tests, right?
2. You can only get online at school, right?
3. Antong only has time to practice Tai Chi on the weekends, right?

Usage:

1. Only if you understand French can you work at that company.
2. If you understand French, you can work at that company.

課室活動 Classroom Activities

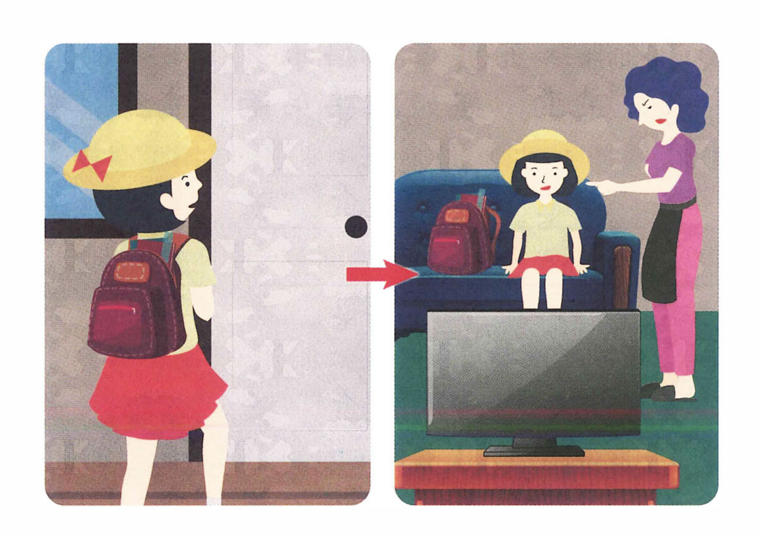
I. Expressing Dissuasion

Goal: Learning to express my disapproval of an action.
Task: Pair up with a classmate. Use the situation and patterns below to carry out a conversation using each of the given pictures.

Sentence Patterns

- 怎麼…
- 才…就…
- 別再…了
- 只有…，才…
- 讓

Example



Situation:
小孩從學校回家以後，馬上看電視。媽媽看到了，他們兩個人會說什麼？
媽媽：你怎麼才回來，就看電視。別再看了，快去做功課。
小孩：今天沒有功課，我只有休息的時候，才看電視。讓我再看十分鐘吧！

1

Situation:

小文跟室友吃了午飯，回到家後，室友馬上躺下休息，他們兩個人會說什麼？

小文：＿＿＿＿＿＿＿＿＿＿＿＿＿＿

室友：＿＿＿＿＿＿＿＿＿＿＿＿＿＿





2

Situation:

弟弟很喜歡買衣服，五號拿到薪水，十號就把薪水用完了。姐姐跟弟弟兩個人會說什麼？

姐姐：＿＿＿＿＿＿＿＿＿＿＿＿＿＿

弟弟：＿＿＿＿＿＿＿＿＿＿＿＿＿＿





3

Situation:

兩個人去喝咖啡，他們兩個人一坐下，男的馬上把手機拿出來玩，他們兩個人會說什麼？

女：＿＿＿＿＿＿＿＿＿＿＿＿＿＿

男：＿＿＿＿＿＿＿＿＿＿＿＿＿＿



4

Situation:

林太太星期一去美國了，王太太星期五就看到林太太回來了，原來林太太的孩子病了。這兩個人會說什麼？

王太太：________________

林太太：________________



5

Situation:

大成週末起床後就上網。小馬想找他一起去運動，他們兩個人會說什麼？

小馬：________________

大成：________________





II. A Week in the Life of Mark

Goal: Learning to use 每⋯（就）⋯ to express frequency of events.
Task: Pair up with a classmate and take turns talking about how often Mark does different things each a week. Use the schedule below.

Example

馬克每星期慢跑（mànpǎo, jog）一次。

馬克的行事曆

	星期一	星期二	星期三	星期四	星期五	星期六	星期天
上午	圖書館	圖書館	游泳	慢跑	圖書館	游泳	打掃
下午	中文課	中文課	中文課	中文課	中文課	跟朋友吃飯	去超市
晚上	打工	打工	去超市	打工	跟朋友看電影	跟語言交換的朋友見面	給家人打電話

III. Solving Problems

Goal: Learning to offer solutions to problems.
Task: Has there ever been a time when you couldn't find something? How did you locate it? Pair up with a classmate and share your experience.

Sentence Patterns

- 我常常找不到…
- 想起來…
- 後來
- 想一想…
- 發現…
- 以後

IV. Commands

Goal: Learning to make imperative and command statements.
Task: Pair up with a classmate. Take turns using 叫 to make sentences based on the pictures below.

Example



商店老闆叫那個先生把車子開走。

1



下雨了，媽媽__________
__________。

2

老師＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿。

3

醫生＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿。

4



客人＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿。

5

太太＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿。

文化 Bits of Chinese Culture

Taiwan's "Bowed-head Tribe"



Thanks to the proliferation of mobile devices and easy internet access, everywhere you look, you can see people with their heads lowered, staring at their hand-held units. In Western countries these folks are known as "smartphone addicts." In Taiwan, we call them members of the "bowed-head tribe."

Whether taking public transportation, standing in line, walking, eating, going to the bathroom, or even driving their cars, these people are always clutching onto their smartphones. When chatting or eating with others, their eyes never leave their smartphone screens. No matter what they're doing, they always keep one hand free for smartphone use.

What do they use their smartphones for? Playing online games, browsing social networks, sending text messages, watching movies, surfing the internet, etc. None of these activities are urgent, but these people always have at least half of their attention focused on their phones, often trying to do two or more things at once.

Smart phone addiction is an international phenomenon, but the situation seems to be especially serious in Taiwan. According to statistics provided by a well known website, 64% of Taiwan smart phone users are online every day, a higher rate than either that in the US or Great Britain. Survey results have also shown that over 80% of Taiwanese never leave home without their mobile devices, Asia's highest rate of cell phone dependence.

So, what do you think of the "bowed-head tribe?" Are you one of them?







▲ Phubbers.《聯合報》高彬原、郭政芬、莊宗勳／攝影



Self-Assessment Checklist

I can express and respond to dissuasion.

20% 40% 60% 80% 100%

I can express the frequency of events.

20% 40% 60% 80% 100%

I can express the frequency of events.

20% 40% 60% 80% 100%

I can make imperative and command statements.

20% 40% 60% 80% 100%



第十四課

我要開始找工作了

I Am Going to Start Looking for a Job

學習目標 Learning Objectives

Topic: 未來計畫 Plans for the Future

- Learning to talk about my studies and lifestyle.
- Learning to talk about my future and my plans for the future.
- Learning to talk about my career plans and expectations.
- Learning to talk about my friends' educational background and plans for the future.



我要開始找工作了

I Am Going to Start Looking for a Job

對話 Dialogue


14-01



美　　玲：如玉，好久不見，跟我們一起坐吧。

如　　玉：好啊！妳們在聊什麼，聊得這麼高興？

美　　玲：這個學期結束，我就要離開台灣了，正在跟愛麗說我將來的計畫。

如　　玉：時間過得好快啊！妳已經來了快一年半了。

美　　玲：對啊！在我回國以前，要開始找工作。

愛　　麗：妳剛剛說到對一個工作有興趣，是什麼工作呢？

美　　玲：我以前念的高中正在徵求一位教中文的教師，我想試試看。

愛　　麗：妳的中文學得不錯，我認為妳回去教中文應該沒問題。

美　　玲：真的嗎？我也希望這樣。

愛　　麗：如玉，妳也快要離開了，有什麼打算呢？

如　　玉：我得先回美國把大學念完，等我畢業了，再到香港或是上海找工作。

愛　　麗：妳怎麼會想到上海找工作呢？

如　　玉：我聽幾位朋友說，這幾年上海發展得很快，連外國人都很容易找到工作。如果能找到美國分公司的工作，應該不錯。

美　　玲：這個想法不錯，不但可以繼續使用中文，而且可以了解那裡跟台灣有什麼不同。

如　　玉：真希望我的計畫都能實現。

愛　　麗：我才認識妳們幾個月，妳們就要回國了，真捨不得妳們。

美　　玲：妳可以到法國來找我，我一定會好好招待妳。

愛　　麗：太好了！有機會我一定去找妳。

美　　玲：愛麗，妳還要在台灣住多久？

愛　　麗：我覺得還得再學半年中文，然後在這裡念研究所。

如　　玉：我們回國以前，大家再聚一聚吧！

美　　玲：這個建議不錯，我們就這麼決定吧！

課文簡體字版 Text in Simplified Characters

美　玲：如玉，好久不见，跟我们一起坐吧。
如　玉：好啊！妳们在聊什么，聊得这么高兴？
美　玲：这个学期结束，我就要离开台湾了，正在跟爱丽说我将来的计画。
如　玉：时间过得好快啊！妳已经来了快一年半了。
美　玲：对啊！在我回国以前，要开始找工作。
爱　丽：妳刚刚说到对一个工作有兴趣，是什么工作呢？
美　玲：我以前念的高中正在征求一位教中文的教师，我想试试看。
爱　丽：妳的中文学得不错，我认为妳回去教中文应该没问题。
美　玲：真的吗？我也希望这样。
爱　丽：如玉，妳也快要离开了，有什么打算呢？
如　玉：我得先回美国把大学念完，等我毕业了，再到香港或是上海找工作。
爱　丽：妳怎么会想到上海找工作呢？
如　玉：我听几位朋友说，这几年上海发展得很快，连外国人都很容易找到工作。如果能找到美国分公司的工作，应该不错。
美　玲：这个想法不错，不但可以继续使用中文，而且可以了解那里跟台湾有什么不同。
如　玉：真希望我的计画都能实现。
爱　丽：我才认识妳们几个月，妳们就要回国了，真舍不得妳们。
美　玲：妳可以到法国来找我，我一定会好好招待妳。
爱　丽：太好了！有机会我一定去找妳。
美　玲：爱丽，妳还要在台湾住多久？
爱　丽：我觉得还得再学半年中文，然后在这里念研究所。
如　玉：我们回国以前，大家再聚一聚吧！
美　玲：这个建议不错，我们就这么决定吧！

課文英譯 Text in English

Meiling : Ruyu, long time no see. Go ahead and sit with us.
Ruyu : OK. What are you chatting about so happily?
Meiling : When this semester ends, I'm leaving Taiwan. I am telling Aili my plans for the future.
Ruyu : Time passes quickly. You've already been here for almost a year and a half.
Meiling : That's right. Before I go back to France, I have to start looking for work.
Aili : You just mentioned that you are interested in a job. What job is it?
Meiling : My former high school is looking for a Chinese instructor. I want to give it a try.
Aili : Your Chinese is good. I think when you go back, you sould have no problem teaching Chinese.
Meilng : Really? I hope so.
Aili : Ruyu, you are also leaving Taiwan soon. Do you have any plans?
Ruyu : I have to go back to the States to finish my college studies. After I graduate, I will then look for a job in Hong Kong or Shanghai.
Aili : How is it that you want to work in Shanghai?
Ruyu : I've heard friends say that Shanghai has developed rapidly in the past few years and it's easy even for foreigners to find work there. If I could find a job at a branch office of a US company, that would be great.
Meiling : That's not a bad idea. Not only can you continue to use your Chinese, you can also find out how there (Shanghai) is different from Taiwan.
Ruyu : I really hope all my plans materialize.
Aili : I've only known you for a few months and you now are leaving. I'm reluctant to see you go.
Meiling : You can come visit me in France. I will definitely show you around.
Aili : That would be great! If I have the opportunity, I will definitely go visit you.
Meiling : Aili, how long will you continue to stay in Taiwan?
Aili : I think I need another six months of Chinese. Then, I will go to grad school here.
Ruyu : Before we go home to our countries, let's go ahead and get together again.
Meiling : This is a good suggestion. Then it's decided.

生詞一 Vocabulary I

 14-02

Vocabulary

1	將來	jiānglái	ㄐㄧㄤ ㄌㄞˊ	(N)	the future
2	徵求	zhēngqiú	ㄓㄥ ㄑㄧㄡˊ	(V)	to seek, to invite applications for
3	教師	jiàoshī	ㄐㄧㄠˋ ㄕ	(N)	instructor
4	認為	rènwéi	ㄖㄣˋ ㄨㄟˊ	(Vst)	to have the opinion that, to think
5	畢業	bìyè	ㄅㄧˋ ㄧㄝˋ	(Vp-sep)	to graduate
6	發展	fāzhǎn	ㄈㄚ ㄓㄢˇ	(V)	to develop
7	連	lián	ㄌㄧㄢˊ	(Prep)	even
8	想法	xiǎngfǎ	ㄒㄧㄤˇ ㄈㄚˇ	(N)	thoughts, way of thinking, idea
9	不但	búdàn	ㄅㄨˊ ㄉㄢˋ	(Conj)	not only
10	繼續	jìxù	ㄐㄧˋ ㄒㄩˋ	(Vaux)	to continue
11	使用	shǐyòng	ㄕˇ ㄩㄥˋ	(V)	to make use of, to use
12	實現	shíxiàn	ㄕˊ ㄒㄧㄢˋ	(Vp)	to come true, to realize
13	招待	zhāodài	ㄓㄠ ㄉㄞˋ	(V)	to entertain, to play host to
14	研究所	yánjiùsuǒ	ㄧㄢˊ ㄐㄧㄡˋ ㄙㄨㄛˇ	(N)	graduate school
15	聚	jù	ㄐㄩˋ	(Vi)	to get together

Names

16	香港	Xiānggǎng	ㄒㄧㄤ ㄍㄤˇ	Hong Kong
17	上海	Shànghǎi	ㄕㄤˋ ㄏㄞˇ	Shanghai

Phrases

18	說到	shuōdào	ㄕㄨㄛ ㄉㄠˋ	to mention
19	念完	niànwán	ㄋㄧㄢˋ ㄨㄢˊ	to complete (an academic program)

20	分公司	fēngōngsī	ㄈㄣ ㄍㄨㄥ ㄙ	branch office
21	捨不得	shěbùde	ㄕㄜˇ ㄅㄨˋ ˙ㄉㄜ	reluctant to part with
22	聚一聚	jù yí jù	ㄐㄩˋ ㄧˊ ㄐㄩˋ	get together

短文 Reading

 14-03



白如玉從高中就開始學中文，當時她覺得中文的聲調和漢字都好難，練習了很久，發音才越來越準，字也寫得越來越好。上了大學以後，如玉念了企業管理系。她認為中國經濟發展得很快，懂中文對找工作會有幫助。她打算畢業以後找一個跟中文有關的工作，才不會把中文忘了。

高美玲本來是學語言學的，她對語法特別有興趣，常研究中文跟法文不同的地方。美玲打算學好中文以後，回國教書，把自己學中文的方法和經驗教給學生，這樣學生應該能學得更順利。她在台灣也發現了很多有意思的文化，所以除了教語言，她也希望順便把台灣的文化介紹給學生。

林愛麗是加拿大華僑，雖然在家跟父母說中文，可是不太會寫漢字。她到台灣來的目的就是把中文學好。林愛麗大學念的是國際關係，她還沒決定將來要當翻譯，還是外交人員。為了充實自己的專業能力，她決定留在台灣念研究所。

課文簡體字版 Text in Simplified Characters

白如玉从高中就开始学中文，当时她觉得中文的声调和汉字都好难，练习了很久，发音才越来越准，字也写得越来越好。上了大学以后，如玉念了企业管理系。她认为中国经济发展得很快，懂中文对找工作会有帮助。她打算毕业以后找一个跟中文有关的工作，才不会把中文忘了。

高美玲本来是学语言学的，她对语法特别有兴趣，常研究中文跟法文不同的地方。美玲打算学好中文以后，回国教书，把自己学中文的方法和经验教给学生，这样学生应该能学得更顺利。她在台湾也发现了很多有意思的文化，所以除了教语言，她也希望顺便把台湾的文化介绍给学生。

林爱丽是加拿大华侨，虽然在家跟父母说中文，可是不太会写汉字。她到台湾来的目的就是把中文学好。林爱丽大学念的是国际关系，她还没决定将来要当翻译，还是外交人员。为了充实自己的专业能力，她决定留在台湾念研究所。

課文英譯 Text in English

Bai Ruyu started learning Chinese when she was in high school. At the time, she thought Chinese tones and characters were both very difficult. She practiced a long time before her pronunciation became more and more accurate and her characters got better and better. After entering college, Ruyu studied in the business management department. She believes that with China's economy developing quickly, understanding Chinese will be helpful for finding a job. She plans to find a job related to Chinese after she graduates, so she won't forget her Chinese.

Gao Meiling originally studied linguistics in college and was especially interested in syntax, frequently studying differences between French and Chinese. After she finishes studying Chinese, Meiling plans to return to France to teach and share with her students her experience and methods in learning Chinese. That way, her students should be able to learn the language more smoothly. She also discovered many interesting cultures in Taiwan, so in addition to teaching Chinese, she also hopes to introduce her students to Taiwan's cultures.

Lin Aili is an overseas Chinese from Canada. Although she speaks Chinese at home with her parents, she couldn't write Chinese characters well. Her goal for coming to Taiwan was to learn Chinese well. Lin Aili studied international relations in college. She hasn't decided whether she wants to be a translator or a diplomat in the future. In order to enhance her expertise, she has decided to stay in Taiwan to go to graduate school.

生詞二 Vocabulary II

 14-04

Vocabulary

1	當時	dāngshí	ㄉㄤ ㄕˊ	(Adv)	at that time
2	聲調	shēngdiào	ㄕㄥ ㄉㄧㄠˋ	(N)	tones
3	發音	fāyīn	ㄈㄚ ㄧㄣ	(N)	pronunciation
4	準	zhǔn	ㄓㄨㄣˇ	(Vs)	to be accurate
5	企業	qìyè	ㄑㄧˋ ㄧㄝˋ	(N)	enterprise
6	管理	guǎnlǐ	ㄍㄨㄢˇ ㄌㄧˇ	(N)	management
7	系	xì	ㄒㄧˋ	(N)	academic department (of a university)
8	經濟	jīngjì	ㄐㄧㄥ ㄐㄧˋ	(N)	economy
9	幫助	bāngzhù	ㄅㄤ ㄓㄨˋ	(N)	help
10	有關	yǒuguān	ㄧㄡˇ ㄍㄨㄢ	(Vst)	to be related to
11	語法	yǔfǎ	ㄩˇ ㄈㄚˇ	(N)	syntax, grammar
12	研究	yánjiù	ㄧㄢˊ ㄐㄧㄡˋ	(V)	to do research in
13	教書	jiāoshū	ㄐㄧㄠ ㄕㄨ	(V-sep)	to teach
14	方法	fāngfǎ	ㄈㄤ ㄈㄚˇ	(N)	method, approach
15	目的	mùdì	ㄇㄨˋ ㄉㄧˋ	(N)	goal, objective
16	國際	guójì	ㄍㄨㄛˊ ㄐㄧˋ	(Vs-attr)	international
17	翻譯	fānyì	ㄈㄢ ㄧˋ	(N)	translator, interpreter
18	外交	wàijiāo	ㄨㄞˋ ㄐㄧㄠ	(N)	diplomacy, foreign affairs
19	人員	rényuán	ㄖㄣˊ ㄩㄢˊ	(N)	staff, personnel
20	充實	chōngshí	ㄔㄨㄥ ㄕˊ	(V)	to enrich, to strengthen
21	專業	zhuānyè	ㄓㄨㄢ ㄧㄝˋ	(N)	profession, specialisation
22	能力	nénglì	ㄋㄥˊ ㄌㄧˋ	(N)	capacity, ability

Names

23	加拿大	Jiānádà	ㄐㄧㄚ ㄋㄚˊ ㄉㄚˋ		Canada

Phrases

24	企業管理系 (企管系)	qìyè guǎnlǐ xì	ㄑㄧˋ ㄧㄝˋ ㄍㄨㄢˇ ㄌㄧˇ ㄒㄧˋ	department of business management
25	國際關係	guójì guānxì	ㄍㄨㄛˊ ㄐㄧˋ ㄍㄨㄢ ㄒㄧˋ	international relations

文法 Grammar

I. 就要 jiù yào… 了 le… *will soon...*


14-05


英譯 p.374

Function: This pattern is used to indicate an event will soon take place.

1. 我們已經四年級了，就要畢業了。
2. 林愛麗大學畢業以後，就要去念研究所了。
3. 下個月就要放暑假了。

Structures:


Questions:

1. 你畢業以後，就要離開台灣了嗎？
2. 爸爸今年是不是就要六十歲了？
3. 客人已經都到了，婚禮是不是就要開始了？

Usage:

1. In single sentences, 就要 and 快要 are interchangeable with the same meaning, e.g.,

   (1) a. 我們快要畢業了。 b. 我們就要畢業了。

   (2) a. 妹妹快要二十歲了。 b. 妹妹就要二十歲了。

2. Only 就要 can be used to connect two clauses.

   (1) a. 我們下了課，就要去吃晚飯。
   b. *我們下了課，快要去吃晚飯。

3. When there is a time word, only 就要 can be used.

(1) a. 下個禮拜，我們就要考試了。
    b. *下個禮拜，我們快要考試了。

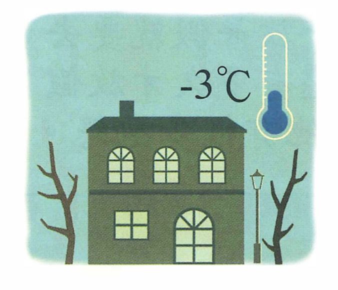
(2) a. 大家把餃子包好了以後，就要準備吃飯了。
    b. *大家把餃子包好了以後，快要準備吃飯了。

練習 Exercise

Complete the following sentences using either 就要 or 快要.

1







高鐵＿＿＿＿＿＿。 冬天到了，＿＿＿＿＿＿＿＿＿＿＿了。 七月＿＿＿＿了。八月＿＿＿＿了。

2 A：你們打算什麼時候找工作？
B：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

3 A：已經八點了，你還不起床嗎？
B：好啦！＿＿＿＿＿＿＿＿＿＿＿＿＿。

4 A：你為什麼急著收這些汽水罐、塑膠杯啊？
B：因為已經五點了，＿＿＿＿＿＿＿＿＿＿了。

5 A：你打算什麼時候要換手機？
B：等＿＿＿＿＿＿＿＿，我＿＿＿＿＿＿＿＿。

II. 說到 shuōdào / 談到 tándào… *talking of…*  14-06 

英譯 p.375

Function: When a talk-verb combines with the particle 到 , the pattern introduces a topic, "speaking of...", "talking of..."

1. 說到台灣小吃，大家都會想起臭豆腐來。
2. 一談到旅行，我馬上想起墾丁的太陽。
3. 說到台灣有名的飲料，外國學生都認為是珍珠奶茶。
4. 談到怎麼教小孩，每個父母都有說不完的話。

Usage:

說到 or 談到 often appear at the very beginning of the sentence to introduce the topic.

1. A：我喜歡去旅行，一放暑假就要去。
   B：說到放假，我們還有多久才放假？
2. 談到準備結婚的事，他有很多抱怨。

練習 Exercise

Complete the following dialogues using 說到 or 談到.

1. A：我把手機放在家裡了，讓我今天真不方便。
   B：說到＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
2. A：小美不用手機上網，想節省一點錢。
   B：說到＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
3. A：我聽說很多學生都不想參加明天的考試，是不是真的？
   B：談到＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
4. A：我很少看你運動，你喜歡哪種運動比賽呢？
   B：說到＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
5. A：你覺得我們應該找誰來計畫這趟旅行？
   B：談到＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

III. 對 duì A 有 yǒu B *to be B in A*

 14-07


英譯 p.375

Function: In this pattern, the preposition 對 occurs with the state verb 有, the object is always an abstract noun, such as 興趣, 幫助, 好處, 影響, 想法, etc....

1. 很多人對學中文有興趣。
2. 多看書，對充實我們的專業能力有幫助。
3. 多吃青菜、少吃肉對身體有好處。

Structures:

1. In this pattern, 對 is a preposition, the dummy state verb is 有, and such nouns as 興趣，幫助，好處，影響，經驗，想法 serve as its objects. These abstract nouns can be modified, too. Example: 運動對身體健康有很大的幫助。 'Exercise has a great help to physical health'.
2. Furthermore, the state verb 有 can be modified by 很 or 非常, e.g., 他對做菜很有興趣。.

Negation:

1. 媽媽對又酸又辣的泡菜沒有興趣。
2. 陳先生認為做廣告對企業沒有太大的幫助。
3. 我只是喉嚨痛，對工作沒有影響。

Questions:

1. 馬老師是不是對教書很有經驗？
2. 一個人會說很多種語言，是不是對找工作有幫助？
3. 你對跟外國人結婚有沒有什麼想法？

Usage: When state verbs take a preposition, it must be 對, whereas action verbs can take a whole variety of prepositions.

練習 Exercise

How would you use words like 興趣，幫助，好處，and 影響 in the following dialogues?

1. A：你為什麼喜歡走路上班？走路不累嗎？
   B：不累，我覺得______________________________。
2. A：你想當英文老師嗎？
   B：不想，我______________________________。
3. A：回收這些報紙、塑膠杯對保護環境真的有用嗎？
   B：當然，______________________________。
4. A：每天練習三個小時的太極拳，還有時間念書嗎？
   B：沒問題，______________________________。
5. A：你常吃那麼辣的韓國泡菜，不覺得太辣了嗎？
   B：雖然泡菜很辣，但是______________________________。

IV. 連 lián…都 dōu… *even*


14-08



Function: The preposition 連 introduces the focus of a sentence, hightlighting a noun against all other nouns in a given context. Positive sentences highlight a noun considered to be the best possible, whereas negative sentences hightlight a noun considered to be the worst possible.

1. 他喜歡到處吃小吃，連南部夜市都去過。
2. 他把錢都花完了，現在連三十塊的咖啡都喝不起。
3. 夏天去旅行真麻煩，連一家民宿都訂不到。

Structures: 都 in this pattern can be replaced by 也. If the focus is the object, the ‘連 + focus’ part can appear either before or after the subject.

1. 他連你都忘了。
2. 連你，他也忘了。

Negation:

1. 他連高中都沒畢業，怎麼當大學老師？
2. 他學了一年中文，連「你」都不知道怎麼寫。
3. 他雖然不會做菜，但不是連餃子都不會煮的人。

Questions:

1. 你學過經濟，但是這本討論經濟的書，是不是連你也看不懂？
2. 你跟他認識，怎麼連他已經結婚了也不知道？
3. 這次考試太難了，是不是連成績好的學生也考得不好？

Usage:

1. The noun introduced by 連 can be the subject or the object.
   (1) 他學了兩年法文，連用法文介紹自己都說不好。（object）
   (2) 大家都去上課了，宿舍裡連一個人都沒有。（object）
   (3) 寫漢字不容易，連大學生都不一定寫得好。（subject）
   (4) 餃子，連我都會包，媽媽當然包得更好。（subject）

2. The noun introduced by 連 is the focus, highlighted against other nouns, with a hidden implication.
   (1) 王老師什麼菜都會做，連義大利菜也會。(implication: Italian food is not easy to cook.)
   (2) 誰都會做義大利菜，連王老師也會。(implication: Wang Laoshi is not a good cook.)

3. When a verb is to be highlighted, it is repeated in the negative. And the meaning of the sentence is negative, derogatory.
   (1) 我送了一本書給她，她連看都不看，我有點失望。
   (2) 小李連問也沒問，就把我的筆拿走了。(impolite)

練習 Exercise

Rephrase the following sentences using the '連⋯' construction.

1. 王小姐很會做菜，什麼菜都會做，也會做義大利菜。

→ ____。

2. 那個學生不聽老師說的話，也不聽爸爸媽媽的話。

→ ____。

3. 姐姐很忙，星期天都要上班。

→ ____。

4. 台灣的牛肉麵很好吃，外國人也喜歡。

→ ____。

5. 網路這麼方便，還可以在台灣買到歐洲的東西。

→ ____。

V. 不但 búdàn⋯，而且 érqiě⋯ *not only…but also…*





Function: This pattern connects two clauses incrementally, not only...but also..., usually with the same subject.

1. 這個房間，不但光線好，而且離捷運站不遠。
2. 不少外國人喜歡逛夜市，他們覺得夜市不但熱鬧，而且有趣。
3. 學中文不但能了解中國文化，而且對將來找工作有幫助。

Structures:

1. If the subjects of the two clauses are identical, then the subject occurs once and appears before 不但. The subject in the second clause can be omitted. For example, 他不但會說中文，而且說得很流利。'He can not only speak Chinese, but also speaks it fluently'.

2. If the subjects of the two clauses are different, then each will appear after 不但 or 而且. For example, 我們家的人都喜歡看棒球比賽，不但爸爸喜歡看，而且媽媽也喜歡看。'Our families all like to watch baseball games. Not only my father likes to watch the games, but my mother does, too.'

3. 不但 can be omitted when 而且 is used on its own (see Lesson 6). 不但 can also be used without 而且, but words such as 還 or 也 need to be inserted in the second clause.

(1) 他覺得找房子麻煩，而且覺得搬家更麻煩。
(2) 他不但沒買到衣服，錢還被偷了。
(3) 多運動不但對身體好，也可能讓你長得更高。
(4) 這支手機不但可以照相，也可以透過網路傳給別人。

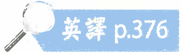
練習 Exercise

Complete the following sentences using 不但…而且….

1. A：你怎麼那麼喜歡用檸檬做菜，不會太酸嗎？
   B：用檸檬做菜不但________________，而且________________。
2. A：你常常曬太陽，對身體有好處嗎？
   B：當然，不但________________，而且________________。
3. A：你住的學生宿舍怎麼樣？
   B：宿舍不但________________，而且________________。
4. A：跟台北比起來，你覺得高雄怎麼樣？
   B：____。
5. A：大家坐捷運的時候都低頭上網，你不覺得奇怪嗎？
   B：____。

VI. Unintentional 把 bǎ construction

 14-10


英譯 p.376

Function: While most 把 sentences refer to intentional acts on the part of the subject, there are a couple of unintentional 把 sentences, but their frequency is rather high.

1. 我太忙，把先生要我買的東西忘得乾乾淨淨。
2. 他把重要的隨身碟掉了，急著到處找。
3. 老師跟學生說：「你回國以後別把學過的中文忘了。」

練習 Exercise

Complete the following dialogues using the 把 construction.

1. A：你記得張老師家在什麼路嗎？
   B：雖然林愛麗跟我說過，可是____________________。
2. A：我們一起去過的那個泰國的廟，你還記得在哪個城市嗎？
   B：那是五年以前的事了，我____________________。
3. A：妳還記得第一個男朋友的名字嗎？
   B：______________________________。
4. A：你到高雄來，怎麼沒打電話給我，我可以招待你去玩啊！
   B：______________________________。
5. A：你為什麼那麼生氣？發生了什麼事？
   B：______________________________。

語法例句英譯 Grammar Examples in English

I. 就要 jiù yào… 了 le… *will soon...*

Function:

1. We're already seniors and will soon graduate.
2. After Lin Aili graduates from college, she will go to graduate school.
3. Next month, it will be summer vacation.

Structures:

Questions:

1. Will you be leaving Taiwan after you graduate?
2. Dad is going to be sixty this year, right?
3. The guests are already all here. The wedding is going to start now, right?

Usage:

1. (1) a. / b. We are about to graduate.
   (2) a. / b. My younger sister is about to turn 20 years old.
2. (1) a. We're going to go eat dinner after class.
3. (1) a. Next week, we will have a test.
   (2) a. When everyone finishes wrapping the dumplings, we'll get ready to eat.

II. 說到 shuōdào / 談到 tándào… *talking of…*

Function:

1. When Taiwanese light repasts are mentioned, people will think of stinky tofu, i.e., stinky tofu certainly comes to people's mind.
2. Whenever traveling is mentioned, I immediately think of the sun in Kenting.
3. Speaking of Taiwanese famous drinks, foreign students all think it is pearl milk tea.
4. When the topic of how to teach children comes up, every parent can talk endlessly.

Usage:

1. A: I like to travel. As soon as summer vacation starts, I'll be going.
   B: Speaking of vacation, how long is it before the next break?
2. When talk turns to wedding preparations, he has a lot of complaints.

III. 對 duì A 有 yǒu B *to be B in A*

Function:

1. Many people are interested in learning Chinese.
2. If you read more, it will enhance your professional abilities.
3. Eating more vegetables and less meat is good for the body, i.e., health.

Structures:

Negation:

1. Mom is not interested in sour and spicy kimchi.
2. Mr. Chen thinks it's not helpful for a company to make advertisement.
3. I just have a sore throat. It doesn't affect my work.

Questions:

1. Teacher Ma has a lot of experience in teaching, right?
2. If someone speaks many languages, it is helpful in finding work, right?
3. Do you have any thoughts on marrying a foreigner?

IV. 連 lián…都 dōu… *even*

Function:

1. He likes to go all around trying out the light repasts. He has even been to night markets in the south.
2. He's spent all his money. Now he can't even afford a NT$30 coffee.
3. Traveling in the summer is a headache. You can't even book a B&B.

Structures:

1. He even forgot you.
2. He even forgot you.

Negation:

1. How could he become a teacher in the university without a senior high school diploma?
2. He studied Chinese for a whole year but can't even write the character for 'you'.
3. He's not much of a cook, but it's not so bad that he can't even boil dumplings.

Questions:

1. You have studied economics, but this book on economic issues is beyond even you, right?
2. The two of you know each other, so how can you not know that he is married?
3. This exam was so difficult that even the top students did poorly?

Usage:

1. (1) He studied French for two years, but can't even introduce himself properly.
   (2) Everybody went to class. There is not even a single person in the dorms.
   (3) Chinese characters are not easy to write. Even college students are not necessarily able to write them well.
   (4) Even I can make dumplings, so of course mom makes them better.
2. (1) Teacher Wang can cook any type of dish. He can even cook Italian food.
   (2) Anyone can cook Italian food; even Teacher Wang can.
3. (1) I gave her a book but she didn't so much as look at it, so I'm a little disappointed.
   (2) Without even asking, Xiao Li took my pen away.

V. 不但 búdàn…，而且 érqiě… *not only…but also…*

Function:

1. This room is not only well lit, it is not far from an MRT station.
2. Many foreigners like to visit night markets. They find night markets not only bustling, but also fun.
3. Learning Chinese not only can help you understand Chinese culture, but it will also be helpful in seeking employment in the future.

Structures:

3. (1) He feels that looking for a place to live is a pain and moving is even more of a pain.
   (2) Not only did he not buy clothes, his money even got stolen.
   (3) Exercising is not only good for your physical health, supposedly it helps you grow taller.
   (4) This cell phone can not only take pictures, but can also send them over the internet to others.

VI. Unintentional 把 bǎ construction

Function:

1. I was so busy that I clean forgot to buy what my husband asked me to.
2. He lost his flash drive, so he is anxiously looking everywhere for it.
3. The teacher told his student, 'Don't forget all the Chinese you learned after you return to your country.'



I. The Ideal Job

Goal: Learning to talk about my future career goals.
Task: Interview three people in class. Ask them what kind of job they'd like after they have learned Chinese.

同學	希望的工作	為什麼？
1		
2		
3		

II. Language and Career

Goal: Learning to talk about the benefits of knowing a foreign language on a career.
Task: Pair up with a classmate. Discuss the kind of work you could get in your home country if you had good foreign language skills. Why? Please use the pattern 不但…而且… or 對…有幫助 in your conversation.

當中文老師	在美國，不但可以在大學教中文，而且高中也有很多學校教中文。
1	
2	
3	
4	

III. Filling out a Resume Form

Goal: Learning about resume forms and how to fill one out.
Task: Please complete all items in the resume form below.

履歷表			
姓　　名			相片
性　　別			
聯絡電話	家： 手機：		
聯絡地址			
教育程度			
學　　校	科系所		畢業
			年　　月
			年　　月
工作經驗			
公司名稱	職　　稱	工作期間	工作內容
專　　長			
電腦技能	☐ Word　☐ Excel　☐ Powerpoint　☐其他________		
外語能力	☐英文　☐日文　☐西班牙文　☐法文　☐其他 ☐佳　☐普通　☐尚可　☐差		
自　　傳			

參考生詞表 Vocabulary

1 教育程度	jiàoyù chéngdù	level of education
2 職稱	zhíchēn	job title
3 內容	nèiróng	work objectives and responsibilities
4 專長	zhuāncháng	area of expertise
5 技能	jìnéng	skills
6 自傳	zìzhuàn	autobiography

IV. Has my Chinese Improved?

Goal: Learning to describe the level of my Chinese.
Task: Write down how your Chinese has improved compared to three months ago. Which area(s) do you think you still need more work on? Ask your classmates or teacher if they agree with you.

	我認為我的…	別人覺得我…
發音	很準 / 還不夠準	
說話	流利 / 太慢	
寫字	好看 / 難看 / 太慢	
看書	看得懂 / 太慢 / 有很多字不認識	
聽力	聽得懂 / 常聽不懂	

文化 Bits of Chinese Culture

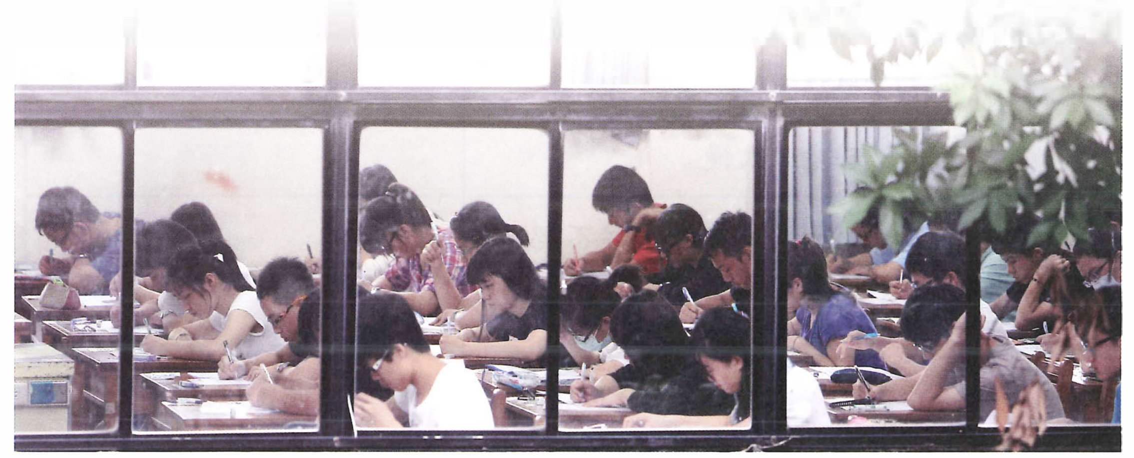
The Imperial Examination System and Taiwan's Credentialism

China's imperial examination system–the government method of selecting civil servants–had its beginnings during the Sui and Tang Dynasties. Those who aspired to become officials were required to pass a series of graded tests, from provincial examinations at the local level to court examinations at the national level. The tests were not held every year and there were limits on the number of examinees that could take the test. To attain the honor and recognition that success in the imperial examinations conferred, candidates would often test and retest for as many as ten to twenty years. In Taiwan, the examinations were first administered during the Qing Dynasty. However, Taiwanese who wished to sit for the court examination had to travel all the way to Beijing. If an individual were fortunate enough to pass the examinations, it was a great event for both his family and community as a whole. In addition to winning the admiration of friends and neighbors, passing the exams would elevate the family's social status and ensured a smooth rise through the ranks of government bureaucracy.





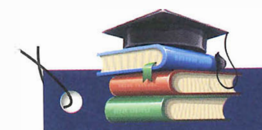
▲ Traditional way to wish somebody good luck on an exam.



《聯合報》劉學聖、周志豪、侯永全／攝影

The imperial examination system continues to influence Taiwan today. In the minds of many Taiwanese, academic achievement is still regarded as the pinnacle of success. Parents urge their children to study diligently, so they can test into university, because only by obtaining a college degree will they be able to find a good job. As a result, credentialism is still prevalent. Although the government has recently sought to reform the educational system by adopting alternative admissions policies, credentialism is not something that can be completely displaced in a few short years.

Students are not the only ones who take tests. Civil servants, such as Executive Yuan personnel, local government officials, school administrators and other public employees, are selected through exams. Tests are even required to get work in law enforcement, such as Ministry of Justice investigators and police officers.



Self-Assessment Checklist

I can talk about my studies and lifestyle.

20% 40% 60% 80% 100%

I can talk about my future and plans for the future.

20% 40% 60% 80% 100%

I can state my future career plans and expectations.

20% 40% 60% 80% 100%

I can talk about my friends' educational background and plans for the future.

20% 40% 60% 80% 100%

note



第十五課
過春節
Lunar New Year

學習目標 Learning Objectives

Topic: 節日 Holidays

- Learning to express welcome and carry on conversations with visiting guests.
- Learning to explain Lunar New Year traditions.
- Learning to say and understand Lunar New Year's greetings.
- Learning to use complements to express the beginning or result of an action.



過春節

Lunar New Year

對話 Dialogue

 15-01



馬　　丁：陳伯伯、陳伯母，謝謝你們請我來吃年夜飯，她是林愛麗。

愛　　麗：陳伯伯、陳伯母好！不好意思，打擾你們了。

陳先生：過年就是要熱熱鬧鬧的，人越多越有過年的氣氛。

陳太太：我們女兒在國外念書，不能回來跟我們一起吃年夜飯，還好你們來陪我們圍爐。

馬　　丁：「圍爐」是什麼意思？

陳先生：「圍爐」就是除夕夜全家一起吃年夜飯。

愛　　麗：我在加拿大的時候，每年過年都跟父母、親戚一起吃年夜飯。吃了飯，一家人就開開心心地聊天，一直聊到半夜。

馬　　丁：有那麼多事能聊啊！

陳太太：很多人在離家很遠的地方工作、念書，不能常跟家人見面。過年大家都回來了，當然有說不完的話。

愛　　麗：對，現在我在台灣念書，每次我給爸爸、媽媽打電話，都要說好久。

馬　　丁：那小孩子呢？一定會累得睡著了吧！

陳太太：有那麼多好吃的東西，還等著拿壓歲錢，怎麼睡得著？

愛　　麗：我覺得過年最開心的就是拿紅包了。

馬　　丁：我知道，拿紅包以前，得先說「恭喜發財」。

陳先生：真不錯，這你也學會了。

陳太太：想起以前，我們孩子得一個一個跟爸爸、媽媽說吉祥話，才拿得到壓歲錢。

陳先生：吃了年夜飯，我們也給你們壓歲錢。

馬　　丁：我們不是小孩了，也可以拿紅包嗎？

陳先生：當然可以！你們的年紀跟我女兒差不多大，就像我們的孩子一樣。

陳太太：好了，菜都準備好了，我們一邊吃，一邊聊吧！

課文簡體字版 Text in Simplified Characters

马　　丁：陈伯伯、陈伯母，谢谢你们请我来吃年夜饭，她是林爱丽。
爱　　丽：陈伯伯、陈伯母好！不好意思，打扰你们了。
陈先生：过年就是要热热闹闹的，人越多越有过年的气氛。
陈太太：我们女儿在国外念书，不能回来跟我们一起吃年夜饭，还好你们来陪我们围炉。
马　　丁：「围炉」是什么意思？
陈先生：「围炉」就是除夕夜全家一起吃年夜饭。
爱　　丽：我在加拿大的时候，每年过年都跟父母、亲戚一起吃年夜饭。吃了饭，一家人就开开心心地聊天，一直聊到半夜。
马　　丁：有那么多事能聊啊！
陈太太：很多人在离家很远的地方工作、念书，不能常跟家人见面。过年大家都回来了，当然有说不完的话。
爱　　丽：对，现在我在台湾念书，每次我给爸爸、妈妈打电话，都要说好久。
马　　丁：那小孩子呢？一定会累得睡着了吧！
陈太太：有那么多好吃的东西，还等着拿压岁钱，怎么睡得着？
爱　　丽：我觉得过年最开心的就是拿红包了。
马　　丁：我知道，拿红包以前，得先说「恭喜发财」。
陈先生：真不错，这你也学会了。
陈太太：想起以前，我们孩子得一个一个跟爸爸、妈妈说吉祥话，才拿得到压岁钱。
陈先生：吃了年夜饭，我们也给你们压岁钱。
马　　丁：我们不是小孩了，也可以拿红包吗？
陈先生：当然可以！你们的年纪跟我女儿差不多大，就像我们的孩子一样。
陈太太：好了，菜都准备好了，我们一边吃，一边聊吧！

課文英譯 Text in English

Martin : Mr. and Mrs. Chen, thank you for asking me over for New Year's Eve dinner. This is Lin Aili.

Aili : Hello, Mr. and Mrs. Chen. Sorry to trouble you.

Mr. Chen : The Lunar New Year is supposed to be bustling. The more people, the more Lunar New Year atmosphere there is.

Mrs. Chen : Our daughter is studying abroad and couldn't come back to have Lunar New Year's eve dinner with us. Fortunately, you two could come "weilu" with us.

Martin : What does "weilu" mean?

Mr. Chen : "Weilu" is having the entire family gathered for dinner on New Year's eve night.

Aili : When I am in Canada, every year, I have New Year's Eve dinner with my parents and relatives. After dinner, we sit around chatting happily until the middle of the night.

Martin : You have that many things to talk about?!

Mrs. Chen : A lot of people work or go to school far away from home and can't see their families that often. Everybody comes back at Lunar New Year. Of course, they have a lot to talk about.

Aili : Right. Now, I'm studying in Taiwan. Whenever I call my mom and dad, we talk for a long time.

Martin : What about the children? They must get tired and fall asleep?

Mrs. Chen : There are so many delicious things to eat and they're waiting to get New Year's Eve money. How can they fall asleep?

Aili : I think the happiest part of Lunar New Year is getting red envelopes.

Martin : I know that before getting a red envelope you have to say "Gong xi fa cai".

Mr. Chen : Not bad. You've learned that too.

Mrs. Chen : I remember before, one at a time, we kids used to have to say auspicious things to our parents before we could get our New Year's Eve money.

Mr. Chen : When we finish New Year's Eve dinner, we will be giving you New Year's Eve money, too.

Martin : We are not children. Can we still get red envelopes?

Mr. Chen : Of course you can! You are about the same age as my daughter. You are just like our own children.

Mrs. Chen : OK, the food is ready. We can eat while we chat.

生詞一 Vocabulary I

 15-02

Vocabulary

1	春節	chūnjié	ㄔㄨㄣ ㄐㄧㄝˊ	(N)	the Lunar New Year, the Spring Festival
2	伯伯	bóbo	ㄅㄛˊ ˙ㄅㄛ	(N)	(older) uncle, friends' fathers in general
3	年夜飯	niányèfàn	ㄋㄧㄢˊ ㄧㄝˋ ㄈㄢˋ	(N)	Lunar New Year's Eve dinner
4	打擾	dărăo	ㄉㄚˇ ㄖㄠˇ	(V)	to trouble (someone), to disturb
5	女兒	nǚ'ér	ㄋㄩˇ ㄦˊ	(N)	daughter
6	國外	guówài	ㄍㄨㄛˊ ㄨㄞˋ	(N)	abroad
7	圍爐	wéilú	ㄨㄟˊ ㄌㄨˊ	(V-sep)	for a family to gather over Lunar New Year's Eve dinner
8	意思	yìsi	ㄧˋ ˙ㄙ	(N)	meaning
9	全家	quánjiā	ㄑㄩㄢˊ ㄐㄧㄚ	(N)	the entire family
10	孩子	háizi	ㄏㄞˊ ˙ㄗ	(N)	children
11	吉祥	jíxiáng	ㄐㄧˊ ㄒㄧㄤˊ	(Vs)	auspicious
12	年紀	niánjì	ㄋㄧㄢˊ ㄐㄧˋ	(N)	age

Phrases

13	過年	guò nián	ㄍㄨㄛˋ ㄋㄧㄢˊ	to celebrate the Lunar New Year
14	除夕夜	chúxì yè	ㄔㄨˊ ㄒㄧˋ ㄧㄝˋ	Lunar New Year's Eve
15	睡著	shuìzháo	ㄕㄨㄟˋ ㄓㄠˊ	to fall asleep
16	壓歲錢	yāsuìqián	ㄧㄚ ㄙㄨㄟˋ ㄑㄧㄢˊ	New Year's Eve money
17	恭喜發財	gōngxǐ fācái	ㄍㄨㄥ ㄒㄧˇ ㄈㄚ ㄘㄞˊ	Congratulations. I wish you wealth.
18	好了	hǎo le	ㄏㄠˇ ˙ㄌㄜ	OK

短文 Reading  15-03



春節就是中國新年，是華人一年裡最大的一個節日。過年前一個月大家就忙起來了，得把家裡打掃乾淨，也要準備過年的食物，還要給孩子買新衣服。另外，每家門口都要貼上春聯，才有過年的氣氛。

春節前一天是除夕，大部分的人都比平常早回家，因為大家要吃年夜飯。過年的食物都有特別的意思，吃魚的意思是年年有餘（魚）；吃年糕是步步高（糕）升，希望大家工作、功課一年比一年好；吃橘子是希望新的一年大吉大利。

吃了年夜飯，一家人就一起聊聊天、看看電視，等新的一年開始，這叫守歲。傳統的說法是：除夕夜孩子越晚睡，父母就活得越久。父母也會給孩子壓歲錢，希望他們新的一年都能平平安安的。過了十二點，很多人就到外面放鞭炮，慶祝新年。

新年的第一天，也叫大年初一。大家會出門給親戚、朋友拜年，祝他們新年快樂。到了大年初五，大部分的人都得上班，街上又熱鬧起來了。

課文簡體字版 Text in Simplified Characters

春节就是中国新年，是华人一年里最大的一个节日。过年前一个月大家就忙起来了，得把家里打扫干净，也要准备过年的食物，还要给孩子买新衣服。另外，每家门口都要贴上春联，才有过年的气氛。

春节前一天是除夕，大部分的人都比平常早回家，因为大家要吃年夜饭。过年的食物都有特别的意思，吃鱼的意思是年年有余（鱼）；吃年糕是步步高（糕）升，希望大家工作、功课一年比一年好；吃橘子是希望新的一年大吉大利。

吃了年夜饭，一家人就一起聊聊天、看看电视，等新的一年开始，这叫守岁。传统的说法是：除夕夜孩子越晚睡，父母就活得越久。父母也会给孩子压岁钱，希望他们新的一年都能平平安安的。过了十二点，很多人就到外面放鞭炮，庆祝新年。

新年的第一天，也叫大年初一。大家会出门给亲戚、朋友拜年，祝他们新年快乐。到了大年初五，大部分的人都得上班，街上又热闹起来了。

課文英譯 Text in English

The Spring Festival, which is Lunar New Year, is the biggest holiday of the year for the Chinese. A month before the New Year, everybody starts getting busy. They have to clean their houses, prepare food for the Lunar New Year, and shop for new clothes for their children. In addition, New Year's couplets are pasted at the entrance of every home, so there is a feeling of the Lunar New Year.

The day before the Spring Festival is Lunar New Year's Eve. Most people return home earlier than usual, because they are going to have New Year's Eve dinner. Lunar New Year foods all have special meanings. Eating fish signifies "abundance year to year", eating nian gao, i.e., New Year's cake, means to, "rise one step at a time", in hopes that, whether at work or schoolwork, everybody will continue to improve year after year, and they eat tangerines in hopes of good luck throughout the new year.

After New Year's Eve dinner, the family chats and watches television together as they wait for the New Year to arrive. This is called "shousui". Tradition has it, that the longer children stay awake on New Year's Eve, the longer the parents' lives will be. Parents give children New Year's Eve money in the hope that they have a peaceful and safe year. After midnight, many people go outside to set off firecrackers to celebrate the new year.

On the first day of New Year, also known as the first day of the Spring Festival, people pay friends and family a New Year's visit to wish them a happy New Year. By the fifth day of the Spring Festival, most people have to go back to work and the streets are teeming with people again.

生詞二 Vocabulary II

 15-04

Vocabulary

1	節日	jiérì	ㄐㄧㄝˊ ㄖˋ	(N)	holiday, festival
2	打掃	dǎsǎo	ㄉㄚˇ ㄙㄠˇ	(V)	to clean up (must include sweeping)
3	另外	lìngwài	ㄌㄧㄥˋ ㄨㄞˋ	(Conj)	in addition
4	春聯	chūnlián	ㄔㄨㄣ ㄌㄧㄢˊ	(N)	New Year's couplets (with calligraphy, in doublets)
5	除夕	chúxì	ㄔㄨˊ ㄒㄧˋ	(N)	Lunar New Year's Eve
6	年糕	niángāo	ㄋㄧㄢˊ ㄍㄠ	(N)	new year rice cake
7	橘子	júzi	ㄐㄩˊ ˙ㄗ	(N)	orange, tangerine
8	守歲	shǒusuì	ㄕㄡˇ ㄙㄨㄟˋ	(Vi)	to stay up waiting for the arrival of the New Year
9	說法	shuōfǎ	ㄕㄨㄛ ㄈㄚˇ	(N)	way of saying things, a theory
10	晚	wǎn	ㄨㄢˇ	(Vs)	late
11	活	huó	ㄏㄨㄛˊ	(Vs)	to live, to stay active
12	平安	píng'ān	ㄆㄧㄥˊ ㄢ	(Vs)	peaceful, eventless
13	出門	chūmén	ㄔㄨ ㄇㄣˊ	(V-sep)	to go out, to leave the house
14	拜年	bàinián	ㄅㄞˋ ㄋㄧㄢˊ	(V-sep)	to pay a New Year visit
15	又	yòu	ㄧㄡˋ	(Adv)	again
16	起來	qǐlái	ㄑㄧˇ ㄌㄞˊ	(Ptc)	As a resultative particle, it indicates the beginning of an action of state.

Names

17	華人	Huárén	ㄏㄨㄚˊ ㄖㄣˊ		Chinese, a person of Chinese ethnicity

Phrases

18	貼上	tiēshàng	ㄊㄧㄝ ㄕㄤˋ		to stick on (the wall)
19	年年有餘	niánnián yǒuyú	ㄋㄧㄢˊ ㄋㄧㄢˊ ㄧㄡˇ ㄩˊ		abundance every year

20	步步高升	bùbù gāoshēng	ㄅㄨˋ ㄅㄨˋ ㄍㄠ ㄕㄥ	to rise in social rank
21	大吉大利	dàjí dàlì	ㄉㄚˋ ㄐㄧˊ ㄉㄚˋ ㄌㄧˋ	great wishes for the new year
22	放鞭炮	fàng biānpào	ㄈㄤˋ ㄅㄧㄢ ㄆㄠˋ	to set off firecrackers
23	大年初一	dànián chūyī	ㄉㄚˋ ㄋㄧㄢˊ ㄔㄨ ㄧ	first day of the Lunar New Year
24	大年初五	dànián chūwǔ	ㄉㄚˋ ㄋㄧㄢˊ ㄔㄨ ㄨˇ	fifth day of the Lunar New Year

文法 Grammar

I. Post-verbal Preposition 到 dào *upto, till*  15-05



Function: When a verb is followed by the preposition 到 and then a time expression, this pattern indicates that the action continues and ends at that time point, ‘ until...’.

1. 中國人過年要一直過到一月十五號。
2. 我們吃年夜飯，吃到晚上快十二點。
3. 這學期的課上到下星期五。

Structures:



Negation:

1. 老師今天上課，沒上到五點就下課了。
2. 小張沒做到月底，就決定不做了。
3. 那家店的水果還沒賣到中午，就已經賣光了。

Questions:

1. 星期六你都睡到幾點才起床？
2. 這本書是不是可以借到下個月五號？
3. 作業，你昨天寫到什麼時候才寫完？

Usage: "從 + time point" can be added to our current pattern to indicate the starting time of the action, forming a complete duration of time from...until....

1. 中國人過年，要從除夕過到一月十五。
2. 他們包水餃，從下午包到晚上才包完。

練習 Exercise

Describe what Martin did last week based on his schedule below.

<table>
<tr><th></th><th>星期一</th><th>星期二</th><th>星期三</th><th>星期四</th><th>星期五</th><th>星期六</th><th>星期天</th></tr>
<tr><td>9:00
12:00</td><td>中文課</td><td>在圖書館看書</td><td>中文課</td><td>在圖書館看書</td><td>中文課</td><td rowspan="3">幫朋友搬家</td><td>打掃房間、洗衣服</td></tr>
<tr><td>12:00
2:00</td><td colspan="5">吃飯</td><td>跟室友吃飯</td></tr>
<tr><td>2:00
5:00</td><td>練太極拳</td><td>中文課</td><td>練太極拳</td><td>中文課</td><td>做運動</td><td>看書</td></tr>
<tr><td>5:00
9:00</td><td></td><td>去餐廳打工</td><td></td><td>去餐廳打工</td><td>跟朋友吃飯</td><td>跟朋友看電影</td><td></td></tr>
</table>

Example

馬丁星期一上中文課，他從早上九點上到中午十二點。

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

II. Manner 一 M 一 M *one at a time*  15-06

英譯 p.401

Function: This pattern modifies the verb to indicate the manner of 'one by one', 'one at a time'.

1. 老師叫學生一個一個地練習發音。
2. 李太太把教室一間一間都打掃完了。
3. 考試的時候，學生一遍一遍地檢查，怕不小心寫錯了字。

Structures: The adverbial marker 地 is optional in this pattern.

1. 我把今天學的語法又一個一個地練習一遍。
2. 田中一個一個地給朋友打電話拜年。
3. 麵包店的師父把蛋糕一層一層地做好了。

Negation:

1. 學生的作業，主任沒一本一本地檢查。
2. 時間不夠了，這些店我們就不一家一家逛了。
3. 來面談的人太多了，他們的資料老闆不一個一個看了。

Questions:

1. 買手機以前，你是不是都一支一支地試試看？
2. 你是不是把大家參加活動的照片，一張一張上傳到網站上了？
3. 他是不是想一家一家地逛這裡的百貨公司？

練習 Exercise

Select a suitable verb from the list below and complete the following sentences using the '一 M 一 M' pattern.

試	說	介紹	教	找

1. 我知道一些有名的素食餐廳，有機會我們可以＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。

2. 這些菜我都想學，你可以＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿嗎？
3. 安同不知道他要的資料在哪本書裡，所以得＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿。
4. 你說得太快了，我聽不懂，請你＿＿＿＿＿＿＿＿＿＿＿＿＿。
5. 聽說日月潭附近的風景區都很有名，請給我們＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿吧！

III. Intensifying a State with 一 M 比一 M *more and more X; more X than the last…* 15-07

英譯 p.401

Function: This pattern intensifies a state by making a virtual comparison between nouns in question, 'more and more X'.

1. 李老師喜歡教書，把這些學生教得一個比一個好。
2. 新年快到了，商店的生意一家比一家好。
3. 城市發展太快，環境的問題一年比一年嚴重。

Structures:

1. 網路上的資料很多，現在學生問的問題一個比一個難。
2. 她去法國的那些照片，風景一張比一張漂亮。
3. 現在手機的功能一支比一支多，當然也一支比一支貴。
4. 為了保護自己國家的經濟，外國人打工的規定一年比一年多。
5. 這裡的大樓一棟比一棟高，房子一間比一間貴。有錢人才買得起。

Negation: The negative form of 一 M 比一 M is less common than the affirmative form, but many examples can still be found.

1. 這幾個學生一個比一個不愛念書。
2. 他的那幾個朋友習慣開車，一個比一個不喜歡走路。
3. 那一家人說起話來，一個比一個不客氣。

4. 父親年紀大了，身體沒有以前好，一天比一天不願意動。
5. 小文一天比一天瘦，一天比一天不快樂。

Questions:

1. 經濟不好，想到外國念書的人一年比一年少嗎？
2. 為了到中國做生意，想學中文的人是不是一天比一天多？
3. 那家店的衣服是不是一件比一件好看，所以沒有幾天就賣完了？
4. 張教授對翻譯有很多年經驗，這幾年他翻譯的那幾本書是不是一本比一本賣得好？

Usage: In some contexts, this pattern can be replaced by 越來越 with roughly the same meaning, e.g.,

1. 安同的太極拳打得一天比一天好。
   安同的太極拳打得越來越好。
2. 學校附近的那家餐廳的生意一年比一年好。
   學校附近的那家餐廳的生意越來越好。

練習 Exercise

Re-write the sentences below using the 一 M 比一 M pattern.

Example

冬天到了，這幾天天氣越來越冷。
→ 冬天到了，天氣一天比一天冷。

1. 安同這幾次的考試都考得不錯，考得越來越好。
   → ______________________________。
2. 聽到老師要大家參加考試，學生們每一個都不願意。
   → ______________________________。

3 最近如玉做了好幾次點心，大家都覺得她做得越來越好吃。
→ ______________________________。

4 王師父學生的功夫都很好，馬丁的功夫很好，安同更好，大明比他們都好。
→ ______________________________。

5 台北有好多夜市，每一個都很有意思。
→ ______________________________。

IV. Inchoative Meaning with 起來 qǐlái


15-08


英譯 p.402

Function: When 起來 follows the verb, it indicates the beginning of an action or state.

1. 春節快到了，魚、肉都貴起來了。
2. 一到夏天，旅行的人就多起來了。
3. 因為垃圾分類的關係，環境乾淨起來了。

Structures: The verb before 起來 can be state verbs (as in the three examples above), or it can be action verbs (as in the three examples below). 了 can occur after the verb, or after 起來.

1. 他們進了教室坐下來，就聊起來了。
2. 他想到昨天喜宴上的事，就笑了起來。
3. 他不等兄弟姐妹回來，自己就吃了起來。

Negation: The negation of this pattern is only in the potential form 'V 不起來.'

1. 他身體不好，雖然吃得很多，可是還是胖不起來。
2. 我吃藥吃了很久，可是身體一直好不起來。
3. 他們兩個人的想法不一樣，所以聊不起來。



Questions:

1. 買了糖給弟弟，他是不是就高興起來了？
2. 他們是不是一見面就聊起來了？
3. 你看，來旅行的人是不是多起來了？

練習 Exercise

Select a suitable verb from the list below and fill in the following blanks using the appropriate form of the verb.

熱	好奇	大	抱怨	多

1. 過了四月，天氣就慢慢____________________。
2. 他一說到薪水的事，就____________________。
3. 他一直不說那個女孩是誰，我也____________________。
4. 因為喝了太多啤酒，我的肚子____________________。
5. 到了晚上，逛夜市的人____________________。

V. Four-Character Phrases 四字格 sìzìgé

 15-09


英譯 p.402

Function: The four-character expressions are ready-made phrases. Some examples are introduced in Vol. 1: e.g., 萬事如意 wànshì rúyì, 心想事成 xīnxiǎng shìchéng, 生日快樂 shēngrì kuàilè. Examples in this lesson are 步步高升 bùbù gāoshēng, 年年有餘 niánnián yǒuyú, 恭喜發財 gōngxǐ fācái. Four-character expressions are frequently used due to their concise form but rich meaning. Different internal structures typically convey different meanings.

1. In "大 A 大 B", A and B are two mono-syllabic units of similar meaning. The pattern usually serves as the predicate in a sentence, to indicate 'very A & B', 'greatly A & B', or 'having lots of A & B'.

   (1) 吃橘子是希望新的一年大吉大利。(very)

   (2) 過年的時候，家家大魚大肉，慶祝新年。(abundance)

(3) 睡覺以前大吃大喝相當不健康。(in abundance)
(4) 張先生、張太太常因為小孩的事，大吵大鬧。(great noises)

2. The pattern, '有 A 有 B", usually serves as the predicate in a sentence. A and B are two mono-syllabic units whose meanings can be opposite. They can be state verbs, nouns, or action verbs. The pattern may indicate 'some A, some B' as in (1) and (2). The pattern may indicate 'have A and B', as in (3) and (4). The pattern may indicate 'experience A and B', as in (5) and (6).
   (1) 那家店的水果有好有壞，得慢慢地選。
   (2) 這些小吃有甜有鹹，你想吃什麼就買什麼。
   (3) 這附近有山有水，風景真美。
   (4) 他有名有姓，你不可以叫他「喂」，太不客氣了。
   (5) 我們昨天去參加學校的活動，有吃有喝，很開心。
   (6) 大家一邊吃飯、一邊說話，有說有笑。

Usage:

1. Different four-character formats have different productivity. For example, there are more expressions in the "有 A 有 B" format than in the "大 A 大 B" format. Further examples of "有 A 有 B" format include: 有高有低, 有快有慢, 有新有舊.

2. Some four-character expressions have specific meaning which resists analysis and requires memorization. Examples:
   (1) 有頭有臉 (– of a situation or occasion, describes having been done properly, with dignity, or in a way that brings honor.
   – of a person, describes one who is respected and may be of status, prestige, or authority.)
   (2) 有聲有色 (– lit. having sound and color, describes an impressive display, something dazzling.)

3. Not all units of similar meaning can fit into the "大 A 大 B" pattern. The following examples are not OK: *大平大安, *大跑大跳, *大清大楚, *大快大樂. In fact, most four-character formats accept only a limited set of units.

練習 Exercise

Fill into the blanks using a suitable four-character phrase.

大吵大鬧、大吃大喝、大吉大利、大魚大肉、大紅大綠
有新有舊、有好有壞、有快有慢、有魚有肉、有酸有甜

1. 媽媽送我的衣服都＿＿＿＿＿＿，我不愛穿。
2. 每天都吃＿＿＿＿＿＿不健康，有機會吃吃素食也不錯。
3. 樓上的那些學生晚上不睡覺，＿＿＿＿＿＿，吵得人受不了。
4. 在門上貼春聯，希望新的一年能＿＿＿＿＿＿。
5. 小王沒事就跟朋友到外面＿＿＿＿＿＿，花錢又不健康。
6. 二手店裡的東西＿＿＿＿＿＿，好好地選，能買到好東西。
7. 台灣夏天有很多水果，＿＿＿＿＿＿，你喜歡吃什麼就吃什麼。
8. 今天是誰過生日？晚餐＿＿＿＿＿＿，這麼多菜？
9. 台灣人說話＿＿＿＿＿＿，他們的話我不都懂。
10. 夜市裡的衣服＿＿＿＿＿＿，可是都很便宜。

語法例句英譯 Grammar Examples in English

I. Post-verbal Preposition 到 dào *upto, till*

Function:

1. The Chinese celebrate the Lunar New Year all the way to the 15th of the first lunar month.
2. We eat New Year's Eve dinner until almost midnight.
3. Classes for this semester will be held until next Friday.

Structures:

Negation:

1. Our teacher ended the class before 5 p.m. today.

2. Xiao Zhang decided to quit his job without finishing out the month.
3. It wasn't even evening and the fruit in that store were already sold out.

Questions:

1. What time do you sleep until on Saturdays? (i.e., What time do you finally get up at on Saturdays?)
2. This book can be checked out until the 5th of next month, right?
3. Until what time did you work on your homework yesterday?

Usage:

1. Chinese people celebrate the Lunar New Year from New Year's Eve to the 15th of the first month of the lunar year.
2. They wrapped the dumplings starting from afternoon and did not finish until evening.

II. Manner 一 M 一 M *one at a time*

Function:

1. The teacher had the students practice pronunciation one by one.
2. Mrs. Li cleaned up all of the classrooms one by one.
3. After the exam, the students thoroughly checked over their test papers, afraid they had written something wrong.

Structures:

1. One by one I reviewed the grammar points I learned today.
2. Tianzhong called his friends one by one to wish them a happy New Year.
3. The baker at the bakery made the cake one layer at a time.

Negation:

1. The director didn't check the students' work books one by one.
2. There is not enough time, so we won't visit these stores one by one.
3. Too many people came for job interviews. The boss won't read their information one by one.

Questions:

1. Did you try out each cell phone one at a time before buying one?
2. Did you upload the photos of everybody taking part in the activity onto the webpage one by one?
3. Does he want to go into each individual shop one by one at this department store?

III. Intensifying a State with 一 M 比 一 M *more and more X; more X than the last…*

Function:

1. Teacher Li loves her job and each of the students she teaches gets better and better.
2. Chinese New Year is approaching and the business at each shop you visit is more booming than the last.
3. The city has developed rapidly and environmental issues are growing worse with every year.

Structures:

1. There is so much information on the internet, the questions students ask these days are getting tougher and tougher.
2. Each of the scenic pictures she took during her trip to France is more beautiful than the last.
3. Functionality is constantly rising with each new phone, and naturally so is the price.
4. The country has to protect its economy, so each year foreigners seeking employment face more and more rules.
5. The condos here are being built taller and taller, and the housing prices are rising higher and higher. Only the well to do can afford to buy property.

Negation:

1. Each of these students is less studious than the last.
2. His group friends are all used to driving. Each dislikes walking more than the last.
3. When that family gets to talking, each one becomes more impolite than the last.
4. My father is getting old. He is not as healthy as he once was, and every day he is less and less willing to move around.
5. Xiao Wen is getting thinner by the day, and unhappier too.

Questions:

1. The economy is doing bad, does that mean fewer and fewer people want to study abroad every year?
2. Has business opportunity in China caused the number of Chinese learners to grow day by day?
3. Does that clothing store sell off their stock every few days because the selections keep getting better and better?
4. Professor Zhang is an experienced translator. Of the books he has translated over the last few years, each one has sold better than the last, right?

Usage:

1. Antong gets better at Tai Chi every day.
   Antong is getting better and better at Tai Chi.
2. That restaurant close to school gets more and more business every year.
   Business is getting better and better for that restaurant close to school.

IV. Inchoative Meaning with 起來 qǐlái

Function:

1. The Lunar New Year is almost here. Prices for fish and meat have begun to go up.
2. As soon as summer arrives, the number of travelers begins to rise.
3. Because of garbage sorting, the environment has started to become cleaner.

Structures:

1. They entered the classroom, sat down, and began to chat.
2. When he thought of the wedding banquet yesterday, he began to laugh.
3. He didn't wait for his siblings to come back before starting to eat by himself.

Negation:

1. He is not in good health. Although he eats a lot, he never gains weight.
2. I have been taking medicine for a long time, but my health has not improved.
3. The two of them have very different ways of thinking, so they don't get on well.

Questions:

1. Did your younger brother cheer up when you bought candy for him?
2. They began to chat as soon as they met up, right?
3. Look, the number of travelers coming here has increased, right?

V. Four-Character Phrases 四字格 sìzìgé

Function:

1. (1) Eating tangerines represents the hope that the new year will be a very lucky and prosperous one.

(2) During the Spring Festival, every household prepares lots of fish and meat to ring in the New Year.
(3) Eating and drinking a lot before bed is rather unhealthy.
(4) Mr. and Mrs. Zhang often have big fights because of issues surrounding their children.

2. (1) Some of that store's fruit is good; some is bad. You have to select carefully.
(2) There are both sweet and savory snacks here, so get whatever you are hungry for.
(3) There are both mountains and water around here. The scenery is really beautiful.
(4) He has a name. Calling him 'hey you' is not a good form.
(5) We took part in a school activity yesterday. There were things to eat and drink. We were very happy. (i.e., We had great fun.)
(6) We ate and talked. There was good conversation and laughter.



I. How My Day Went

Goal: Learning to express the timing that marks the end of an action.
Task: Pair up with a classmate. Complete the activity below on what you did yesterday. Take turns asking each other what you did yesterday.

Example

A：你昨天睡到幾點？
B：我睡到 7：30 起床。
A：你昨天吃早飯吃了多久？
B：我從 8：00 吃到 8：30，吃了半個小時。

	時間	活動	句子（V+ 到）
Example	7：30 8：00~8：30	起床 吃早飯	我睡到 7：30 起床。 我從 8：00 吃到 8：30，吃了半個小時。
1			
2			
3			
4			
5			
6			

II. Describing the Beginning or Result of an Action

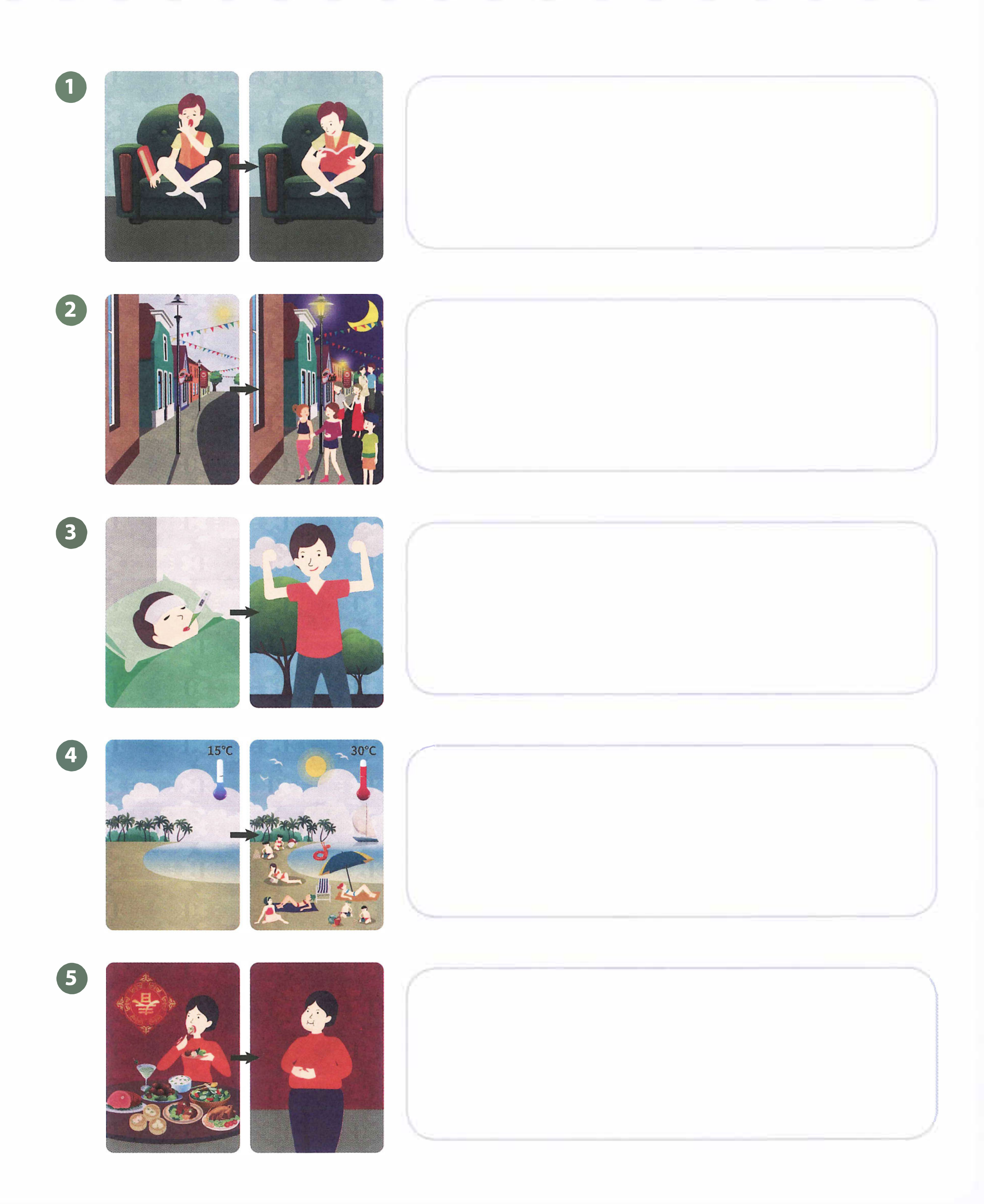
Goal: Learning to describe the result of an action (the start of it, whether it was accomplished or not).

Task: Pair up with a classmate. Use the pictures below to describe what happened and why. Use 起來 in your sentences.

Example



很多人想買這棟房子，所以房子貴起來了。


1
2
3
4
15°C
30°C
5

III. Lunar New Year Activities and Auspicious Expressions

Goal: Learning to understand what people do for Lunar New Year and what auspicious expressions to say.

Task: Pair up with a classmate. Look at the pictures below and take turns describing the Lunar New Year's activities and use auspicious expressions suited to the occasion.











____





____





____





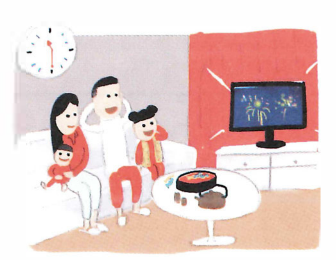
____

5



____

6



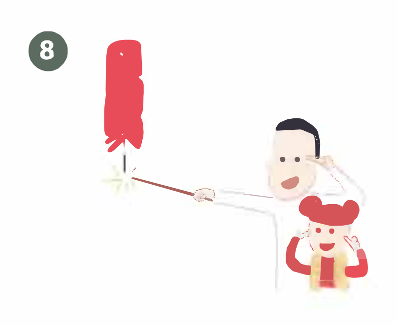
____

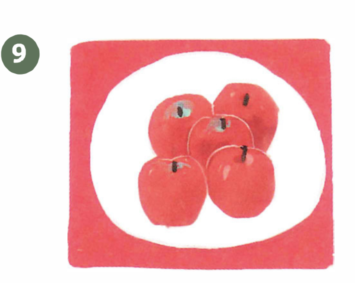
7



____

406





IV. Festivals

Goal: Learning how to describe important festivals in my home country.
Task: Find two classmates from two different countries. Tell each other about important traditional festivals of your respective home countries and activities related to them. Write down the festivals and activities that the people in your group told you about.

	Example	自己	朋友 1	朋友 2
國家	台灣			
節日	春節			
時間	農曆 12.30~01.15			
重要活動	貼春聯、圍爐、守歲、拜年			
吃的東西	魚、年糕、橘子			

文化 Bits of Chinese Culture

Eat Your Way to Good Fortune – Lunar New Year Treats in Taiwan

In addition to traditional dishes, such as dumplings（餃子） and fish（魚）, Taiwanese celebrate the Lunar New Year with a variety of other special foods. Mustard greens– "long-life vegetable"（長年菜） –are cooked and served with roots and stems intact and each leaf is eaten lengthwise, from tip to root, expressing hopes for a long, happy life. Fat choy, or hair moss, a type of cyanobacteria, is a popular New Year dish because its Chinese name （髮菜 fǎcài） is pronounced similarly to the phrase "get rich" （發財 fācái）, part of a wish for prosperity in the coming year.

The fā of fāgāo 發糕, a steamed cake with a flowerlike appearance, is written with the same Chinese character（發）as the "fā" of "to get rich." Daikon cakes are another New Year favorite, because the Taiwanese term for "daikon" (tshài-thâu) sounds almost the same as the word for "good omen" or "good luck" (tshái-thâu).

"Chicken" 雞 and "family" 家 are homonyms in Taiwanese 家 (ke), therefore eating chicken on New Year's Eve portends family prosperity（起家 khí-ke）in the year to come. Full and round, meatballs symbolize family unity and satisfaction in all affairs.

In addition to tangerines（橘子 júzi）, fruits eaten during the Chinese New-Year include apples （蘋果 píngguǒ）–a symbol of peace and wellbeing–and pineapples（鳳梨 fènglí）, whose Taiwanese pronunciation（旺來 ōng-lâi）is similar to that of an expression meaning "prosperity is coming" (ōng lâi).

If you have a chance to spend the Chinese New Year in Taiwan, be sure to try these treats–they just might bring you good luck!



▲ Chinese New Year's Eve dinner.

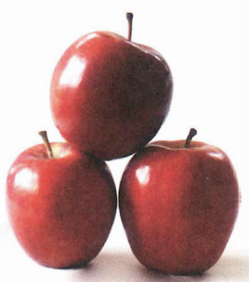


▲ Chinese New Year's Eve dishes.

《聯合報》王敏旭、胡明揚／攝影



▲ Tangerines.



▲ Apples.



▲ Fish.



▲ Dumplings.



▲ "Fagao"—steamed cakes.

／達志影像



Self-Assessment Checklist

I can express welcome and carry on a conversation with visiting guests.

20%　40%　60%　80%　100%

I can explain Lunar New Year traditions.

20%　40%　60%　80%　100%

I can say and understand Lunar New Year's greetings.

20%　40%　60%　80%　100%

I can use complements to express the beginning or result of an action.

20%　40%　60%　80%　100%



中 - 英 Vocabulary Index (Chinese-English)

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
A			
àishàng	愛上	爱上	11-2-22
ānquán	安全	安全	11-1-18
ànzhào	按照	按照	4-1-19
B			
bái	白	白	5-1-13
bǎihuò gōngsī	百貨公司	百货公司	9-2-21
bàinián	拜年	拜年	15-2-14
bǎinián hǎohé	百年好合	百年好合	5-2-26
báitiān	白天	白天	11-2-9
Bālí	巴黎	巴黎	9-2-17
bàn	拌	拌	10-2-8
bān	搬	搬	6-1-2
bān jiā	搬家	搬家	6-1-9
bāncì	班次	班次	2-1-12
bāngmáng	幫忙	帮忙	1-1-3
bàngōngshì	辦公室	办公室	4-2-6
bāngzhù	幫助	帮助	14-2-9
bānjī	班機	班机	13-1-14
bànyè	半夜	半夜	3-2-4
bǎo	飽	饱	10-1-22
bāo	包	包	10-1-2
bǎohù	保護	保护	7-2-10
bàoyuàn	抱怨	抱怨	8-2-2
bàozhǐ	報紙	报纸	3-1-19
bāshì	巴士	巴士	2-2-4
bèi	被	被	11-1-16
bēibāo	背包	背包	1-2-12
běibù	北部	北部	9-2-13
běn	本	本	1-2-17
běnlái	本來	本来	8-2-9
běnzi	本子	本子	1-2-18
bǐ	筆	笔	1-2-16
bǐ qǐlái	比起來	比起来	9-1-18
biàn	遍	遍	11-2-2
biàn	變	变	12-1-11
biǎn	扁	扁	10-1-19
biànlì	便利	便利	2-2-8
bié jí	別急	别急	2-1-21
biéde	別的	别的	6-1-17
bǐfāng shuō	比方說	比方说	13-2-16
bìyè	畢業	毕业	14-1-5
bóbo	伯伯	伯伯	15-1-2
bōlí	玻璃	玻璃	10-2-12
bú gòu	不夠	不够	3-1-14
bú huài	不壞	不坏	7-1-13
búbì	不必	不必	2-1-6
bùbù gāoshēng	步步高升	步步高升	15-2-20
búdàn	不但	不但	14-1-9
bùdéliǎo	不得了	不得了	5-2-16
bùjí	不急	不急	6-1-29
bújiàn	不見	不见	11-1-15
bùtóng	不同	不同	9-2-4
C			
cái	才	才	3-1-12
cáiliào	材料	材料	10-1-20
cān	餐	餐	12-2-3
cānjiā	參加	参加	5-1-4
céng	層	层	9-2-12
chá	查	查	13-1-13
cháng	嚐	尝	10-2-4
cháng	長	长	6-2-12
chǎo	吵	吵	6-2-8
chāo-shāng	超商	超商	1-1-13
chèn	趁	趁	10-2-2
chéngshì	城市	城市	7-2-18
chēzhàn	車站	车站	2-1-8
chīsù	吃素	吃素	12-1-9
chōngdiàn	充電	充电	13-1-17

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
chōngshí	充實	充实	14-2-20
chuán	船	船	2-2-17
chuán	傳	传	13-1-4
chuáng	床	床	6-2-3
chúle	除了	除了	4-1-12
chūmén	出門	出门	15-2-13
chūnjià	春假	春假	9-1-1
chūnjié	春節	春节	15-1-1
chūnjuǎn	春捲	春卷	10-1-8
chūnlián	春聯	春联	15-2-4
chúxì	除夕	除夕	15-2-5
chúxì yè	除夕夜	除夕夜	15-1-14
cún	存	存	6-1-25
cuò	錯	错	12-1-5
D			
dā	搭	搭	2-2-16
dǎ zhāohū	打招呼	打招呼	13-2-20
dàbáicài	大白菜	大白菜	10-2-5
dǎgōng	打工	打工	4-1-2
dàizi	袋子	袋子	7-2-5
dàjí dàlì	大吉大利	大吉大利	15-2-21
dāng	當	当	4-1-9
dāngshí	當時	当时	14-2-1
dànián chūwǔ	大年初五	大年初五	15-2-24
dànián chūyī	大年初一	大年初一	15-2-23
dào	倒	倒	7-1-2
dào	到	到	9-1-3
dào	道	道	10-1-21
dǎo	島	岛	2-2-15
dàochù	到處	到处	2-2-9
dàoqí	到期	到期	6-1-12
dǎrǎo	打擾	打扰	15-1-4
dàrén	大人	大人	5-2-14
dǎsǎo	打掃	打扫	15-2-2
dāyìng	答應	答应	4-2-15
de	地	地	2-2-18
dì	第	第	1-1-9
dī	低	低	6-2-10
diàn	電	电	13-1-16
diànnǎo zhǎn	電腦展	电脑展	21-15
diào	掉	掉	13-1-2
dìdiǎn	地點	地点	7-2-8
dìngwèi	訂位	订位	13-1-15
dìqiú	地球	地球	12-2-13
dītóu	低頭	低头	13-1-3
dìtú	地圖	地图	1-2-2
diū	丟	丢	7-1-3
diū jìnqù	丟進去	丢进去	7-2-22
dìyīshǒu	第一手	第一手	13-2-18
dǒng	懂	懂	8-1-9
dōngbù	東部	东部	2-2-13
dōngnán biān	東南邊	东南边	2-2-24
dòngzuò	動作	动作	8-1-11
duàn	段	段	1-1-7
duìmiàn	對面	对面	2-1-4
E			
è	餓	饿	1-2-8
èi	欸	欸	12-1-7
èr hào xiàn	2 號線	2 号线	2-1-20
érqiě	而且	而且	6-2-7
F			
fā	發	发	4-2-13
Fǎguó	法國	法国	2-2-20
fǎlǜ	法律	法律	4-2-1
fàng	放	放	6-1-21
fàng biānpào	放鞭炮	放鞭炮	15-2-22
fāngfǎ	方法	方法	14-2-14
fàngxià	放下	放下	7-1-17
fàngxīn	放心	放心	6-2-17
fàntīng	飯廳	饭厅	10-1-10

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
fānyì	翻譯	翻译	14-2-17
fāshēng	發生	发生	13-2-2
Fǎwén	法文	法文	4-1-23
fāxiàn	發現	发现	1-2-10
fāyīn	發音	发音	14-2-3
fāzhǎn	發展	发展	14-1-6
fēijī	飛機	飞机	2-2-1
fèn	份	份	4-1-22
fēngjǐngqū	風景區	风景区	11-1-24
fēngōngsī	分公司	分公司	14-1-20
fēnlèi	分類	分类	7-2-11
fùzá	複雜	复杂	2-2-11

G

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
gǎnkuài	趕快	赶快	2-1-10
Gāo Měilíng	高美玲	高美玲	4-1-1
gàosù	告訴	告诉	1-1-11
gāoxìng	高興	高兴	3-2-5
Gāoxióng Shì	高雄市	高雄市	9-2-18
gāozhōng	高中	高中	3-1-10
gè	各	各	9-1-12
gōngchǐ	公尺	公尺	8-2-3
gōngfū	功夫	功夫	8-1-1
gōngnéng	功能	功能	13-1-7
gōngxǐ	恭喜	恭喜	5-1-2
gōngxǐ fācái	恭喜發財	恭喜发财	15-1-17
gōngyù	公寓	公寓	9-2-6
gōngyuán	公園	公园	6-1-4
gòu	夠	够	4-2-2
gòu	夠	够	9-1-5
guān	關	关	10-1-6
guāng	光	光	10-1-23
guǎnggào	廣告	广告	3-2-11
guānguāngkè	觀光客	观光客	11-2-19
guāngxiàn	光線	光线	6-1-14
guǎnlǐ	管理	管理	14-2-6
guānxi	關係	关系	12-2-5
guì	貴	贵	4-1-16
guīdìng	規定	规定	7-1-7
guò	過	过	1-1-8
guò	過	过	3-1-11
guò	過	过	13-1-5
guò nián	過年	过年	15-1-13
guójì	國際	国际	14-2-16
guójì guānxì	國際關係	国际关系	14-2-25
guówài	國外	国外	15-1-6
guōzi	鍋子	锅子	10-1-24

H

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
hǎibiān	海邊	海边	2-2-14
háihǎo	還好	还好	6-1-13
háishì	還是	还是	2-1-1
háizi	孩子	孩子	15-1-10
hànbǎo	漢堡	汉堡	12-1-10
Hánguó	韓國	韩国	10-1-27
hànzì	漢字	汉字	3-1-9
hǎo	好	好	9-1-2
hǎo yòng	好用	好用	1-2-3
hǎochù	好處	好处	8-2-1
hǎohǎo de	好好地	好好地	2-2-25
hǎole	好了	好了	15-1-18
hàoqí	好奇	好奇	12-1-16
hé biān	河邊	河边	6-1-3
Hépíng Dōng Lù	和平東路	和平东路	1-1-19
héshì	合適	合适	6-1-18
héyuē	合約	合约	6-1-11
hóngbāo	紅包	红包	5-2-9
hónglǜdēng	紅綠燈	红绿灯	1-1-10
hòulái	後來	后来	11-1-11
hú	湖	湖	11-1-8
huà	話	话	5-2-22
huài	壞	坏	10-1-16
huàn	換	换	2-1-7
Huáng	黃	黄	4-2-17
huánghūn	黃昏	黄昏	11-2-11
huánjìng	環境	环境	3-1-17
Huáqiáo	華僑	华侨	4-2-5
Huárén	華人	华人	15-2-17
huí	回	回	8-2-11
huíshōu	回收	回收	7-1-6
huíshōutǒng	回收桶	回收桶	7-2-17
hūnlǐ	婚禮	婚礼	5-1-5

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
huó	活	活	15-2-11
huódòng	活動	活动	6-2-15
huódòng zhōngxīn	活動中心	活动中心	3-1-23
hūrán	忽然	忽然	7-2-2
hútú	糊塗	糊涂	13-1-18

J

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
jǐ	擠	挤	9-2-15
jíle	極了	极了	9-1-19
jiā	加	加	10-2-6
jiājù	家具	家具	6-2-6
jiàn	見	见	2-1-14
jiàn	件	件	5-2-6
jiàn	見	见	8-1-3
Jiānádà	加拿大	加拿大	14-2-23
jiǎnchá	檢查	检查	13-2-9
jiǎndān	簡單	简单	12-2-9
jiǎndào	撿到	捡到	13-1-22
jiānglái	將來	将来	14-1-1
jiànshēnfáng	健身房	健身房	13-1-11
jiǎnxùn	簡訊	简讯	13-1-6
jiànyì	建議	建议	11-1-4
jiànzhú	建築	建筑	9-2-10
jiào	叫	叫	8-1-2
jiào	叫	叫	13-1-9
jiàoshī	教師	教师	14-1-3
jiàoshòu	教授	教授	4-1-20
jiāoshū	教書	教书	14-2-13
jiǎotàchē	腳踏車	脚踏车	6-1-5
jiàotáng	教堂	教堂	9-1-9
jiāotōng	交通	交通	2-2-7
jiǎozi	餃子	饺子	10-1-3
jiàqí	假期	假期	11-1-2
jiāxiāng	家鄉	家乡	11-2-18
jīchǎng	機場	机场	2-2-3
jiè	借	借	8-1-17
jiē	街	街	11-2-13
jiéhūn	結婚	结婚	5-2-1
jiérì	節日	节日	15-2-1

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
jièshào	介紹	介绍	4-1-4
jiéshěng	節省	节省	13-2-7
jìn	近	近	6-1-10
jìnbù	進步	进步	3-1-1
jīngguò	經過	经过	1-2-6
jīngjì	經濟	经济	14-2-8
jìngjiǔ	敬酒	敬酒	5-2-13
jīngshén	精神	精神	8-2-8
jīngyàn	經驗	经验	4-1-7
jíxiáng	吉祥	吉祥	15-1-11
jìxù	繼續	继续	14-1-10
jízhe	急著	急着	13-2-19
jù	句	句	5-2-20
jù	聚	聚	14-1-15
jù yí jù	聚一聚	聚一聚	14-1-22
júzi	橘子	橘子	15-2-7

K

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
kāi	開	开	6-1-24
kāi	開	开	12-1-2
kāi guòlái	開過來	开过来	7-2-20
kàn bù chūlái	看不出來	看不出来	10-1-28
kàn qǐlái	看起來	看起来	5-1-17
kànjiàn	看見	看见	1-1-23
kǎo	考	考	3-1-5
kǎo	烤	烤	12-1-26
kǎolǜ	考慮	考虑	11-1-6
kǎoshì	考試	考试	3-1-3
Kěndīng	墾丁	垦丁	11-1-20
kěnéng	可能	可能	8-2-10
kèrén	客人	客人	5-1-8
kěxí	可惜	可惜	6-1-20
kuàizi	筷子	筷子	10-1-25
kuān	寬	宽	9-2-8

L

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
la	啦	啦	13-1-12
làjiāo	辣椒	辣椒	10-2-9
làngmàn	浪漫	浪漫	11-2-17
lǎo	老	老	9-2-11
lèsè	垃圾	垃圾	7-1-1

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
lí	離	离	1-2-11
Lǐ Dōngjiàn	李東健	李东健	6-1-1
lián	連	连	14-1-7
liàn	練	练	8-2-14
liàng	輛	辆	7-2-6
liǎngbiān	兩邊	两边	6-1-22
liànxí	練習	练习	3-2-3
liáo	聊	聊	7-2-1
liǎo	了	了	8-1-14
liǎojiě	了解	了解	3-2-13
liáotiān	聊天	聊天	3-2-9
lǐbài	禮拜	礼拜	2-1-13
lǐfú	禮服	礼服	5-1-15
líkāi	離開	离开	5-2-19
lìkè	立刻	立刻	13-2-11
Lín Àilì	林愛麗	林爱丽	13-1-1
lìngwài	另外	另外	5-2-17
lìngwài	另外	另外	15-2-3
liú	留	留	6-2-11
liúlì	流利	流利	3-1-15
liúxià	留下	留下	13-1-23
lìyòng	利用	利用	7-2-12
Lǜdǎo	綠島	绿岛	2-2-23
lùkǒu	路口	路口	1-1-6
lǚlìbiǎo	履歷	履历	4-2-3
lùrén	路人	路人	1-1-2
lùshàng	路上	路上	7-2-23
lùxiàn	路線	路线	2-2-10

M

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
mà	罵	骂	13-1-10
Mǎdīng	馬丁	马丁	10-1-1
máfán	麻煩	麻烦	2-1-9
mǎi de qǐ	買得起	买得起	9-2-20
Màidāngláo	麥當勞	麦当劳	12-1-28
mǎlù	馬路	马路	9-2-7
mànmàn lái	慢慢來	慢慢来	6-1-28
mǎshàng	馬上	马上	4-2-14
méi xiǎngdào	沒想到	没想到	4-2-18
Měiměi	美美	美美	2-2-19
mén	門	门	10-1-7
miàn diàn	麵店	面店	1-2-21
miàn duì miàn	面對面	面对面	13-2-21
miànbāo	麵包	面包	3-1-20
miàntán	面談	面谈	4-2-4
miào	廟	庙	9-1-7
mílù	迷路	迷路	1-1-4
mínsù	民宿	民宿	11-2-3
mótuōchē	摩托車	摩托车	11-2-5
mùdì	目的	目的	14-2-15

N

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
nàbiān/	秋天	秋天	14-1-12
nèibiān	那邊	那边	1-1-17
nánbù	南部	南部	9-1-10
názǒu	拿走	拿走	13-1-21
nénglì	能力	能力	14-2-22
niángāo	年糕	年糕	15-2-6
niánjí	年級	年级	4-1-13
niánjì	年紀	年纪	15-1-12
niánnián yǒuyú	年年有餘	年年有余	15-2-19
niànwán	念完	念完	14-1-19
niányèfàn	年夜飯	年夜饭	15-1-3
níngméng	檸檬	柠檬	9-1-15
nǚ'ér	女兒	女儿	15-1-5
nǚhái	女孩	女孩	12-1-17

O

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
ō	喔	喔	13-1-19
òu	噢	噢	3-1-22
Ōuzhōu	歐洲	欧洲	2-2-21

P

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
pàng	胖	胖	12-1-12
pǎo	跑	跑	7-1-10
pàocài	泡菜	泡菜	10-1-9
páshān	爬山	爬山	3-2-7
pí	皮	皮	10-2-3
piào	票	票	11-1-5
píbāo	皮包	皮包	7-1-9
píjiǔ	啤酒	啤酒	11-2-14
píng'ān	平安	平安	15-2-12
píngcháng	平常	平常	3-2-6

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
píngzi	瓶子	瓶子	7-2-14
pò	破	破	10-1-17

Q

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
qǐ bù lái	起不來	起不来	8-1-20
qiánbāo	錢包	钱包	11-1-14
qiánshuǐ	潛水	潜水	9-1-11
qìchē	汽車	汽车	9-2-9
qǐchuáng	起床	起床	13-2-8
qìfēn	氣氛	气氛	9-2-2
qíguài	奇怪	奇怪	7-2-4
qǐlái	起來	起来	8-1-10
qǐlái	起來	起来	15-2-16
qīng	輕	轻	8-1-12
qīngcài	青菜	青菜	12-1-18
qǐngjiào	請教	请教	4-1-15
qǐngkè	請客	请客	5-2-8
qīngsōng	輕鬆	轻松	2-2-12
qíngxíng	情形	情形	4-2-8
qìngzhù	慶祝	庆祝	5-2-5
qīnqī	親戚	亲戚	5-2-3
qìshuǐ guàn	汽水罐	汽水罐	7-1-15
qítā	其他	其他	11-1-1
qìyè	企業	企业	14-2-5
qìyè guǎnlǐ xì	企業管理系（企管系）	企业管理系（企管系）	14-2-24
quánjiā	全家	全家	15-1-9

R

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
ràng	讓	让	12-1-8
ránhòu	然後	然后	4-2-11
rèdài	熱帶	热带	11-2-6
rènao	熱鬧	热闹	5-2-4
rènshì	認識	认识	3-2-8
rènwéi	認為	认为	14-1-4
rényuán	人員	人员	14-2-19
rèqíng	熱情	热情	9-2-14
rìyòngpǐn	日用品	日用品	1-2-5
Rìyuè Tán	日月潭	日月潭	11-1-22
rìzi	日子	日子	5-2-2
róngyì	容易	容易	3-1-7

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
ròu	肉	肉	12-1-6
rúguǒ	如果	如果	6-1-16

S

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
sān niánjí	三年級	三年级	4-1-27
shài tàiyáng	曬太陽	晒太阳	11-2-20
shālā	沙拉	沙拉	12-1-27
shàng	上	上	11-2-15
shàngchuán	上傳	上传	13-2-12
Shànghǎi	上海	上海	14-1-17
shàngwǔ	上午	上午	4-1-11
shǎo	少	少	6-1-19
shātān	沙灘	沙滩	11-1-13
shěbùde	捨不得	舍不得	14-1-21
shēngdiào	聲調	声调	14-2-2
shēnghuó	生活	生活	3-2-14
shēnghuófèi	生活費	生活费	6-2-9
shēngqì	生氣	生气	13-1-8
shēngyīn	聲音	声音	7-2-3
shénmede	什麼的	什么的	12-2-18
shénmeyàng	什麼樣	什么样	6-1-27
shēntǐ	身體	身体	8-2-13
shètuán	社團	社团	6-2-14
Shīdà Lù shàng	師大路上	师大路上	1-2-20
Shīdà (Shīfàn Dàxué)	師大（師範大學）	师大（师范大学）	1-1-18
shīfù	師父	师父	8-1-7
shìhé	適合	适合	4-2-9
shìjiè	世界	世界	13-2-6
Shìmào Zhǎnlǎn Guǎn	世貿展覽館	世贸展览馆	2-1-16
shípǐn	食品	食品	12-2-12
shìqíng	事情	事情	13-2-3
shìqū	市區	市区	2-2-5
shīwàng	失望	失望	6-2-16
shíwù	食物	食物	10-2-15
shíxiàn	實現	实现	14-1-12
shǐyòng	使用	使用	14-1-11
shìyǒu	室友	室友	12-1-20
shòu	瘦	瘦	12-1-19

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
shǒu	手	手	5-1-9
shōu	收	收	7-1-4
Shǒu'ěr	首爾	首尔	6-2-19
shòusī	壽司	寿司	10-2-13
shǒusuì	守歲	守岁	15-2-8
shuài	帥	帅	5-1-14
shuǐjiǎo	水餃	水饺	10-1-14
shuǐshàng huódòng	水上活動	水上活动	11-1-23
shuǐshàng mótuōchē	水上摩托車	水上摩托车	11-2-21
shuìzháo	睡著	睡着	15-1-15
shǔjià	暑假	暑假	4-1-14
shùnbiàn	順便	顺便	11-1-7
shùnlì	順利	顺利	4-2-16
shuōdào	說到	说到	14-1-18
shuōfǎ	說法	说法	15-2-9
shuōhuà	說話	说话	3-1-13
shuōmíng	說明	说明	4-2-10
shǔtiáo	薯條	薯条	12-2-6
sòng	送	送	5-2-10
suàn	算	算	4-1-18
suān	酸	酸	9-1-14
suānlà tāng	酸辣湯	酸辣汤	10-1-29
sùcài	素菜	素菜	12-1-13
suì	歲	岁	4-1-5
suīrán	雖然	虽然	3-1-16
suíshēndié	隨身碟	随身碟	6-1-26
sùjiāo	塑膠	塑胶	7-2-15
suǒyǒu	所有	所有	11-2-8
sùshí	素食	素食	12-1-3
sùshí	速食	速食	12-1-4
sùshídiàn	速食店	速食店	12-1-29

T

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
Táiběi	台北	台北	2-1-19
Táiběi 101	台北 101	台北 101	2-1-18
Tàiguó	泰國	泰国	9-1-17
tàijíquán	太極拳	太极拳	8-1-6
Táizhōng	台中	台中	11-1-21
tán	談	谈	4-1-8
tán	談	谈	13-2-14
táng	糖	糖	5-2-18
tàng	趟	趟	11-1-10
tǎng	躺	躺	11-2-10
tánhuà	談話	谈话	4-2-7
tǎolùn	討論	讨论	6-2-13
tǎoyàn	討厭	讨厌	12-2-2
tèsè	特色	特色	9-1-4
tí	提	提	1-1-16
tiānfèn	天分	天分	8-1-8
tiāntiān	天天	天天	7-1-14
tiáo	條	条	11-2-12
tiáowèiliào	調味料	调味料	10-2-10
tiēshàng	貼上	贴上	15-2-18
tíkuǎnjī	提款機	提款机	1-1-12
tǐlì	體力	体力	8-2-6
tīng qǐlái	聽起來	听起来	1-1-22
tīngjiàn	聽見	听见	7-2-19
tīngxiě	聽寫	听写	3-1-6
tǐyùguǎn	體育館	体育馆	8-1-5
tóngyì	同意	同意	3-1-18
tōu	偷	偷	11-1-17
tòuguò	透過	透过	13-2-5
tuǐ	腿	腿	8-1-13
tuī	推	推	8-1-4
tuō	脫	脱	10-1-4

W

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
wàiguó rén	外國人	外国人	3-2-16
wàijiāo	外交	外交	14-2-18
wán	完	完	8-2-5
wǎn	碗	碗	10-1-26
wǎn	晚	晚	15-2-10
wàng bù liǎo	忘不了	忘不了	9-1-20
wǎng qián	往前	往前	1-1-20
wǎnglù	網路	网路	13-2-1
wǎngzhàn	網站	网站	6-1-7
wánquán	完全	完全	12-1-23
wèi	位	位	3-2-12
wèidào	味道	味道	9-1-16
wèile	為了	为了	7-2-9

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
wéilú	圍爐	围炉	15-1-7
wèishēng	衛生	卫生	12-2-16
wénhuà	文化	文化	3-2-10
wēnquán	溫泉	温泉	11-1-3
wūrǎn	汙染	污染	12-2-14

X

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
xì	系	系	14-2-7
xǐ	洗	洗	10-1-12
xià	下	下	1-1-5
xià	下	下	2-2-6
xià	下	下	10-1-11
xián	鹹	咸	12-1-24
xiàndài	現代	现代	9-2-5
xiàndài rén	現代人	现代人	13-2-15
xiàng	像	像	9-1-8
xiàng	像	像	10-2-14
xiǎng qǐlái	想起來	想起来	3-1-24
xiāngdāng	相當	相当	6-2-1
xiǎngfǎ	想法	想法	14-1-8
Xiānggǎng	香港	香港	14-1-16
xiǎngqǐ	想起	想起	8-2-15
xiāngxià	鄉下	乡下	9-2-1
xiàngzi	巷子	巷子	1-2-7
xiànr	餡兒	馅儿	10-1-18
xiǎohái	小孩	小孩	5-2-15
xiāoxi	消息	消息	13-2-4
xiǎoxué	小學	小学	3-1-8
xiàqù	下去	下去	8-1-15
xiàzài	下載	下载	1-2-1
Xībānyá yǔ	西班牙語	西班牙语	4-1-25
xié	鞋	鞋	10-1-5
xīfāng	西方	西方	12-1-22
xǐjiǔ	喜酒	喜酒	5-1-1
xīn	新	新	12-1-1
xìngqù	興趣	兴趣	8-1-16
xīnláng	新郎	新郎	5-1-11
xīnniáng	新娘	新娘	5-1-3
xīnrén	新人	新人	5-2-11
xīnshuǐ	薪水	薪水	4-1-17
xǐshì	喜事	喜事	5-2-7

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
xǐyàn	喜宴	喜宴	5-2-12
xīzhuāng	西裝	西装	5-1-6
xuǎn	選	选	3-2-1
xué huì	學會	学会	8-1-19
xuéqí	學期	学期	10-2-1

Y

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
yán	鹽	盐	10-2-7
yàng	樣	样	12-1-15
Yángmíng Shān	陽明山	阳明山	3-2-15
yǎnjiǎng	演講	演讲	3-1-21
yánjiù	研究	研究	14-2-12
yánjiùsuǒ	研究所	研究所	14-1-14
yánsè	顏色	颜色	9-1-6
yánzhòng	嚴重	严重	12-2-15
yàobùrán	要不然	要不然	7-1-8
yāsuìqián	壓歲錢	压岁钱	15-1-16
Yàzhōu	亞洲	亚洲	4-1-24
yìbiān	一邊	一边	1-2-9
Yìdàlì	義大利	义大利	13-1-20
yídìng	一定	一定	7-2-7
yìhuǐr	一會兒	一会儿	5-2-23
yīnggāi	應該	应该	1-1-14
Yīngwén	英文	英文	4-1-26
yǐngxiǎng	影響	影响	8-2-12
yíngyǎng	營養	营养	12-2-17
yǐnliào	飲料	饮料	9-2-16
yìsi	意思	意思	15-1-8
yǐwéi	以為	以为	7-1-5
yìxiē	一些	一些	3-2-17
yǐzi	椅子	椅子	6-2-5
yòng	用	用	6-2-18
yòu	又	又	11-2-1
yòu	又	又	11-2-16
yòu	又	又	15-2-15
yǒu tiānfèn	有天分	有天分	8-1-18
yòu zhuǎn	右轉	右转	1-1-21
yǒuchī yǒuhē	有吃有喝	有吃有喝	5-2-25
yǒuguān	有關	有关	14-2-10
yǒujī	有機	有机	12-2-11
yóujiàn	郵件	邮件	13-2-10

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
yóujú	郵局	邮局	1-1-15
yóunì	油膩	油腻	12-1-14
yǒuqù	有趣	有趣	7-1-12
yǒushuō yǒuxiào	有說有笑	有说有笑	5-2-24
yōuyóukǎ	悠遊卡	悠游卡	2-2-22
yú	魚	鱼	9-1-13
yuànyì	願意	愿意	6-1-23
yuánzhùmín	原住民	原住民	11-1-9
yuè	越	越	12-2-8
yuē	約	约	2-1-3
yuèdǐ	月底	月底	4-2-12
yuèláiyuè	越來越	越来越	9-2-22
yǔfǎ	語法	语法	14-2-11
yùnqì	運氣	运气	11-2-4
yǔyánxué	語言學	语言学	4-1-6

Z

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
zǎo	早	早	2-1-2
zǎo	早	早	3-1-2
zǎoshēng guìzǐ	早生貴子	早生贵子	5-2-27
zěnmebàn	怎麼辦	怎么办	7-1-19
zhá	炸	炸	12-1-25
zhàn	站	站	5-1-12
zhǎnlǎn guǎn	展覽館	展览馆	2-1-17
zhāodài	招待	招待	14-1-13
zhàoxiàngjī	照相機	照相机	5-1-10
zhe	著	着	1-2-4
zhèn	鎮	镇	9-2-3
zhēng	蒸	蒸	12-2-10
zhèngcháng	正常	正常	13-2-13
zhènghǎo	正好	正好	1-2-13
zhēngqiú	徵求	征求	14-1-2
zhèngshì	正式	正式	5-1-7
zhěngtiān	整天	整天	8-2-7
zhèngzài	正在	正在	6-1-6
zhǐ	紙	纸	7-2-13
zhī	枝	枝	1-2-15
zhǐbēi	紙杯	纸杯	7-1-16
zhíde	值得	值得	11-1-19
zhíjiē	直接	直接	2-1-5
zhíwù	植物	植物	11-2-7
zhǐyào	只要	只要	12-2-1
zhōngdiǎnfèi	鐘點費	钟点费	4-1-21
zhōngnánbù	中南部	中南部	9-2-19
zhòngyào	重要	重要	6-1-15
zhǔ	煮	煮	10-1-15
zhuǎn jī	轉機	转机	2-2-2
zhuāng	裝	装	10-2-11
zhuānyè	專業	专业	14-2-21
zhùfú	祝福	祝福	5-2-21
zhuī	追	追	7-1-11
zhùjiào	助教	助教	4-1-10
zhǔn	準	准	14-2-4
zhǔnbèi	準備	准备	3-1-4
zhuōzi	桌子	桌子	6-2-4
zhǔrèn	主任	主任	4-1-3
zhūròu	豬肉	猪肉	12-1-21
zhùyì	注意	注意	11-1-12
zīliào	資料	资料	6-1-8
zìxíngchē	自行車	自行车	6-2-2
zīyuán	資源	资源	7-2-16
zōngjiào	宗教	宗教	12-2-4
zǒngshì	總是	总是	8-2-4
zǒu	走	走	1-1-1
zǒu	走	走	2-1-11
zǒu bù liǎo lù	走不了路	走不了路	8-1-21
zǒu chūlái	走出來	走出来	7-1-18
zǒu guòqù	走過去	走过去	7-2-21
zuìhòu	最後	最后	1-2-14
zuò qǐlái	做起來	做起来	10-2-16
zuǒ zhuǎn	左轉	左转	1-2-19
zuòcài	做菜	做菜	10-1-13
zuòdào	做到	做到	13-2-17
zuòfǎ	作法	作法	12-2-7
zuòwèi	座位	座位	5-1-16
zuòyè	作業	作业	3-2-2



英 - 中 Vocabulary Index (English-Chinese)

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
A			
a little bit of, some, a fair amount of	一些	一些	3-2-17
to be able to achieve, to succeed in doing	做到	做到	13-2-17
aborigines	原住民	原住民	11-1-9
abroad	國外	国外	15-1-6
absolutely, extremely	極了	极了	9-1-19
abundance every year	年年有餘	年年有余	15-2-19
academic department (of a university)	系	系	14-2-7
to accept	答應	答应	4-2-15
accomplishment complete (in perception)	見	见	8-1-3
to be accurate	準	准	14-2-4
activity	活動	活动	6-2-15
activity center	活動中心	活动中心	3-1-23
to add	加	加	10-2-6
adult	大人	大人	5-2-14
adverbial particle	地	地	2-2-18
advertisement, commercial	廣告	广告	3-2-11
afford, affordable	買得起	买得起	9-2-20
afterwards, and then	然後	然后	4-2-11
again	又	又	15-2-15
age	年紀	年纪	15-1-12
to agree with	同意	同意	3-1-18
airplane	飛機	飞机	2-2-1
airport	機場	机场	2-2-3
all	所有	所有	11-2-8
alley	巷子	巷子	1-2-7
also	而且	而且	6-2-7
although	雖然	虽然	3-1-16
always, invariably	總是	总是	8-2-4
and	又	又	11-2-16
to get angry at	生氣	生气	13-1-8

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
another	另外	另外	5-2-17
apartment	公寓	公寓	9-2-6
articles of daily use	日用品	日用品	1-2-5
As a resulatative particle, it indicates the beginning of an action of state.	起來	起来	15-2-16
As a resultative particle, it indicates a proper completion of an action.	好	好	9-1-2
As a resultative particle, it indicates a successful completion of an action.	到	到	9-1-3
as long as	只要	只要	12-2-1
Asia	亞洲	亚洲	4-1-24
to ask, to inquire (polite form)	請教	请教	4-1-15
to assume wrongly	以為	以为	7-1-5
at that time	當時	当时	14-2-1
ATM machine	提款機	提款机	1-1-12
atmosphere	氣氛	气氛	9-2-2
to attend	參加	参加	5-1-4
auspicious	吉祥	吉祥	15-1-11
an auspicious occasion, such as a wedding	喜事	喜事	5-2-7
an availability of food and drink	有吃有喝	有吃有喝	5-2-25
(away) from	離	离	1-2-11
B			
backpack	背包	背包	1-2-12
bag	袋子	袋子	7-2-5
based on, in accordance with	按照	按照	4-1-19
beach	沙灘	沙滩	11-1-13
to become	變	变	12-1-11
bed	床	床	6-2-3

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
Bed & Breakfast lodgings	民宿	民宿	11-2-3
beer	啤酒	啤酒	11-2-14
benefit	好處	好处	8-2-1
bicycle	腳踏車	脚踏车	6-1-5
bicycle	自行車	自行车	6-2-2
boat, ship	船	船	2-2-17
body	身體	身体	8-2-13
to be boisterous, lively	熱鬧	热闹	5-2-4
to borrow	借	借	8-1-17
both places	兩邊	两边	6-1-22
bottle	瓶子	瓶子	7-2-14
bowl	碗	碗	10-1-26
branch office	分公司	分公司	14-1-20
bread	麵包	面包	3-1-20
to break, to split open	破	破	10-1-17
bride	新娘	新娘	5-1-3
bridegroom	新郎	新郎	5-1-11
buildings	建築	建筑	9-2-10
bus	巴士	巴士	2-2-4
bus station, train station	車站	车站	2-1-8

C

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to calculate	算	算	4-1-18
to call (for someone's attention)	叫	叫	8-1-2
camera	照相機	照相机	5-1-10
can't get up (from bed)	起不來	起不来	8-1-20
can't walk	走不了路	走不了路	8-1-21
Canada	加拿大	加拿大	14-2-23
candies	糖	糖	5-2-18
capability complement	了	了	8-1-14
capacity, ability	能力	能力	14-2-22
car	汽車	汽车	9-2-9
to celebrate	慶祝	庆祝	5-2-5
to celebrate the Lunar New Year	過年	过年	15-1-13
central and southern regions	中南部	中南部	9-2-19
century-long matrimony, i.e., to have a long happy marriage	百年好合	百年好合	5-2-26
chair	椅子	椅子	6-2-5
to charge (the battery of an electronic devive)	充電	充电	13-1-17
to chat (about)	聊	聊	7-2-1
to check	檢查	检查	13-2-9
to check, to look up (for information)	查	查	13-1-13
child, children	小孩	小孩	5-2-15
children	孩子	孩子	15-1-10
chili peppers	辣椒	辣椒	10-2-9
Chinese cabbage	大白菜	大白菜	10-2-5
Chinese characters	漢字	汉字	3-1-9
Chinese, a person of Chinese ethnicity	華人	华人	15-2-17
chopsticks	筷子	筷子	10-1-25
church, cathedral	教堂	教堂	9-1-9
city	城市	城市	7-2-18
classification	分類	分类	7-2-11
to clean up (must include sweeping)	打掃	打扫	15-2-2
to close	關	关	10-1-6
club, association	社團	社团	6-2-14
to collect	收	收	7-1-4
color	顏色	颜色	9-1-6
to come true, to realize	實現	实现	14-1-12
a common Chinese family name, literally "yellow"	黃	黄	4-2-17
compared to	比起來	比起来	9-1-18
to complain	抱怨	抱怨	8-2-2
to complete (an academic program)	念完	念完	14-1-19
completely	完全	完全	12-1-23
complicated	複雜	复杂	2-2-11
computer show	電腦展	电脑展	2-1-15
to congratulate	恭喜	恭喜	5-1-2
Congratulations. I wish you wealth.	恭喜發財	恭喜发财	15-1-17

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to consider	考慮	考虑	11-1-6
to continue	繼續	继续	14-1-10
contract, agreement	合約	合约	6-1-11
convenience store	超商	超商	1-1-13
convenient, handy	便利	便利	2-2-8
to cook	做菜	做菜	10-1-13
to cook, to boil	煮	煮	10-1-15
countryside	鄉下	乡下	9-2-1
crowded	擠	挤	9-2-15
culture	文化	文化	3-2-10
curious, to wonder	好奇	好奇	12-1-16

D

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
daughter	女兒	女儿	15-1-5
day	日子	日子	5-2-2
in the daytime	白天	白天	11-2-9
to deep fry	炸	炸	12-1-25
to depart, to leave	離開	离开	5-2-19
department of business management	企業管理系（企管系）	企业管理系（企管系）	14-2-24
department store	百貨公司	百货公司	9-2-21
desk, table	桌子	桌子	6-2-4
to develop	發展	发展	14-1-6
dictation	聽寫	听写	3-1-6
different	不同	不同	9-2-4
dining room	飯廳	饭厅	10-1-10
diplomacy, foreign affairs	外交	外交	14-2-18
directly	直接	直接	2-1-5
director	主任	主任	4-1-3
to be disappointed	失望	失望	6-2-16
to discover	發現	发现	1-2-10
to dislike	討厭	讨厌	12-2-2
to dive (i.e., snorkel or scuba diving)	潛水	潜水	9-1-11
to do research in	研究	研究	14-2-12
to do something properly	好好地	好好地	2-2-25
don't rush, no hurry	不急	不急	6-1-29
door	門	门	10-1-7
to download	下載	下载	1-2-1
downtown	市區	市区	2-2-5

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
drink, beverage	飲料	饮料	9-2-16
to drive	開	开	6-1-24
to drive over	開過來	开过来	7-2-20
dumplings	餃子	饺子	10-1-3
dumplings (when boiled in water)	水餃	水饺	10-1-14
dusk	黄昏	黄昏	11-2-11

E

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
early	早	早	3-1-2
the earth	地球	地球	12-2-13
eastern part	東部	东部	2-2-13
easy	容易	容易	3-1-7
easy to use, handy	好用	好用	1-2-3
EasyCard (MRT pass)	悠遊卡	悠游卡	2-2-22
economy	經濟	经济	14-2-8
electric power	電	电	13-1-16
elementary school	小學	小学	3-1-8
the end of a month	月底	月底	4-2-12
in the end, finally	最後	最后	1-2-14
English language	英文	英文	4-1-26
enough	夠	够	4-2-2
enough	夠	够	9-1-5
to enrich, to strengthen	充實	充实	14-2-20
enterprise	企業	企业	14-2-5
to entertain, to play host to	招待	招待	14-1-13
an entire day	整天	整天	8-2-7
the entire family	全家	全家	15-1-9
environment, surroundings	環境	环境	3-1-17
Europe	歐洲	欧洲	2-2-21
even	連	连	14-1-7
event, happening	事情	事情	13-2-3
every day	天天	天天	7-1-14
everywhere	到處	到处	2-2-9
except for, other than	除了	除了	4-1-12
exhibition hall	展覽館	展览馆	2-1-17
experience	經驗	经验	4-1-7
to expire	到期	到期	6-1-12
to explain	說明	说明	4-2-10

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
F			
face-to-face	面對面	面对面	13-2-21
fairly	相當	相当	6-2-1
to fall asleep	睡著	睡着	15-1-15
to fall in love with	愛上	爱上	11-2-22
fast food	速食	速食	12-1-4
fast food restaurant	速食店	速食店	12-1-29
fat	胖	胖	12-1-12
fifth day of the Lunar New Year	大年初五	大年初五	15-2-24
filling	餡兒	馅儿	10-1-18
to find something, to pick up	撿到	捡到	13-1-22
to be finished, none left	光	光	10-1-23
first day of the Lunar New Year	大年初一	大年初一	15-2-23
first hand	第一手	第一手	13-2-18
fish	魚	鱼	9-1-13
fixed, set, at a certain...	一定	一定	7-2-7
flash drive	隨身碟	随身碟	6-1-26
flat	扁	扁	10-1-19
flight	班機	班机	13-1-14
fluent	流利	流利	3-1-15
food	食物	食物	10-2-15
food	食品	食品	12-2-12
for a family to gather over Lunar New Year's Eve dinner	圍爐	围炉	15-1-7
for example	比方說	比方说	13-2-16
foreigner	外國人	外国人	3-2-16
formal	正式	正式	5-1-7
formal attire	禮服	礼服	5-1-15
fortunately	還好	还好	6-1-13
forward, ahead	往前	往前	1-1-20
France	法國	法国	2-2-20
French fries	薯條	薯条	12-2-6
French language	法文	法文	4-1-23
function	功能	功能	13-1-7
furniture	家具	家具	6-2-6

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
the future	將來	将来	14-1-1
G			
Gao Meiling, a woman from France	高美玲	高美玲	4-1-1
garbage	垃圾	垃圾	7-1-1
to get married to	結婚	结婚	5-2-1
to get off, alight, disembark	下	下	2-2-6
to get out of bed	起床	起床	13-2-8
to get to	走	走	1-1-1
to get to know someone	認識	认识	3-2-8
to get together	聚	聚	14-1-15
get together	聚一聚	聚一聚	14-1-22
gift, talent	天分	天分	8-1-8
to be gifted, talented	有天分	有天分	8-1-18
girl	女孩	女孩	12-1-17
to give a gift, to send off, to see off	送	送	5-2-10
to give blessings to	祝福	祝福	5-2-21
glad, pleased	高興	高兴	3-2-5
glass	玻璃	玻璃	10-2-12
to go bad	壞	坏	10-1-16
to go hiking	爬山	爬山	3-2-7
to go out, to leave the house	出門	出门	15-2-13
to go past	經過	经过	1-2-6
to go past, to cross	過	过	1-1-8
to go, to proceed, smoothly	順利	顺利	4-2-16
goal, objective	目的	目的	14-2-15
Good morning	早	早	2-1-2
grade (year in school)	年級	年级	4-1-13
grade three (school or university)	三年級	三年级	4-1-27
to graduate	畢業	毕业	14-1-5
graduate school	研究所	研究所	14-1-14
great wishes for the new year	大吉大利	大吉大利	15-2-21
Green Island, to the southeast of the main island	綠島	绿岛	2-2-23

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to greet someone; to say hello; to wave at someone	打招呼	打招呼	13-2-20
to grill, to roast, to BBQ	烤	烤	12-1-26
guest	客人	客人	5-1-8
gym	體育館	体育馆	8-1-5
gym	健身房	健身房	13-1-11
H			
hamburger	漢堡	汉堡	12-1-10
hand	手	手	5-1-9
handsome	帥	帅	5-1-14
to happen	發生	发生	13-2-2
to have a chat	聊天	聊天	3-2-9
to have a discussion over, to go over with	討論	讨论	6-2-13
to have an interview, interview	面談	面谈	4-2-4
to have eaten enough, to be full	飽	饱	10-1-22
to have enough space to accommodate	下	下	10-1-11
to have remembered	想起來	想起来	3-1-24
to have the opinion that, to think	認為	认为	14-1-4
to hear, to have heard	聽見	听见	7-2-19
to help	幫忙	帮忙	1-1-3
help	幫助	帮助	14-2-9
Heping East Road	和平東路	和平东路	1-1-19
holiday, festival	節日	节日	15-2-1
hometown, usually a village	家鄉	家乡	11-2-18
homework, assignment	作業	作业	3-2-2
Hong Kong	香港	香港	14-1-16
hospitable, welcoming, warm-hearted	熱情	热情	9-2-14
to host a banquet, treat somebody to a meal	請客	请客	5-2-8
hot and sour soup	酸辣湯	酸辣汤	10-1-29
hot springs	溫泉	温泉	11-1-3
hourly pay	鐘點費	钟点费	4-1-21

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
hungry	餓	饿	1-2-8
hygiene	衛生	卫生	12-2-16
I			
if	如果	如果	6-1-16
immediately	馬上	马上	4-2-14
immediately	立刻	立刻	13-2-11
important	重要	重要	6-1-15
in a hurry to	急著	急着	13-2-19
in a moment	一會兒	一会儿	5-2-23
in addition	另外	另外	15-2-3
indicates doing two things simultaneously, as, while	一邊	一边	1-2-9
to influence, to interfere with	影響	影响	8-2-12
information	資料	资料	6-1-8
ingredients	材料	材料	10-1-20
instructor	教師	教师	14-1-3
interest	興趣	兴趣	8-1-16
interesting	有趣	有趣	7-1-12
an interjection particle, calling for attention	欸	欸	12-1-7
international	國際	国际	14-2-16
international relations	國際關係	国际关系	14-2-25
the internet	網路	网路	13-2-1
intersection	路口	路口	1-1-6
to introduce	介紹	介绍	4-1-4
to invite someone to do something at a specific time	約	约	2-1-3
island	島	岛	2-2-15
It does not occur to me that..., can't tell (i.e., ascertain)	看不出來	看不出来	10-1-28
Italy	義大利	义大利	13-1-20
J			
jet skis	水上摩托車	水上摩托车	11-2-21
just, happen to	正好	正好	1-2-13
just, only	才	才	3-1-12

K

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
Kaohsiung City in southern Taiwan	高雄市	高雄市	9-2-18
to keep for oneself	留下	留下	13-1-23
Kenting, an area on the southern tip of Taiwan, famed for beaches and rain forest	墾丁	垦丁	11-1-20
kimchi, pickled vegetables	泡菜	泡菜	10-1-9
(South)Korea	韓國	韩国	10-1-27
kungfu, martial arts	功夫	功夫	8-1-1

L

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to lack	少	少	6-1-19
lake	湖	湖	11-1-8
late	晚	晚	15-2-10
later	後來	后来	11-1-11
laughing and joking	有說有笑	有说有笑	5-2-24
law	法律	法律	4-2-1
to learn, to master	學會	学会	8-1-19
to leave, to bid farewell	走	走	2-1-11
leg	腿	腿	8-1-13
lemon, lime	檸檬	柠檬	9-1-15
to let, to make	讓	让	12-1-8
Li Dongjian, a man from Seoul	李東健	李东健	6-1-1
to lie down	躺	躺	11-2-10
life	生活	生活	3-2-14
light, effortless, gentle	輕	轻	8-1-12
Lin Aili, a woman from Canada	林愛麗	林爱丽	13-1-1
Line 2 (of the Taipei MRT)	2 號線	2 号线	2-1-20
linguistics	語言學	语言学	4-1-6
to live, to stay active	活	活	15-2-11
living expenses	生活費	生活费	6-2-9
location	地點	地点	7-2-8
long	長	长	6-2-12
to look, it appears to me..	看起來	看起来	5-1-17
to lose	掉	掉	13-1-2
to be lost, to disappear	不見	不见	11-1-15
to be lost, to have lost directions	迷路	迷路	1-1-4
low	低	低	6-2-10
to lower one's head	低頭	低头	13-1-3
luck	運氣	运气	11-2-4
the Lunar New Year, the Spring Festival	春節	春节	15-1-1
Lunar New Year's Eve	除夕	除夕	15-2-5
Lunar New Year's Eve dinner	年夜飯	年夜饭	15-1-3
Luner New Year's Eve	除夕夜	除夕夜	15-1-14

M

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
mail	郵件	邮件	13-2-10
to make a toast (alcoholic drinks)	敬酒	敬酒	5-2-13
to make improvement, to progress	進步	进步	3-1-1
to make reservations	訂位	订位	13-1-15
to make use of	利用	利用	7-2-12
to make use of, to use	使用	使用	14-1-11
management	管理	管理	14-2-6
map	地圖	地图	1-2-2
Martin, a man from the UK	馬丁	马丁	10-1-1
(kungfu or other skill) master	師父	师父	8-1-7
May you soon bear a child! (a traditional exhortation given to newly-weds)	早生貴子	早生贵子	5-2-27
maybe, probably	本來	本来	8-2-9
maybe, probably	可能	可能	8-2-10
McDonald's	麥當勞	麦当劳	12-1-28
meaning	意思	意思	15-1-8
measure word for a trip	趟	趟	11-1-10
measure word for books	本	本	1-2-17

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
measure word for clothing		件	5-2-6
measure word for dishes of food		道	10-1-21
measure word for dishes, kinds		样	12-1-15
measure word for floors and storeys		层	9-2-12
measure word for j		份	4-1-22
measure word for meal		餐	12-2-3
measure word for pens		枝	1-2-15
measure word for people (polite form)		位	3-2-12
measure word for street		条	11-2-12
measure word for utterances		句	5-2-20
measure word for vehicles		辆	7-2-6
measure word for number of times		遍	11-2-2
meat	肉	肉	12-1-6
Meimei, name of a girl	美美	美美	2-2-19
to mention	說到	说到	14-1-18
meter	公尺	公尺	8-2-3
method, approach	方法	方法	14-2-14
middle of the night, late at night	半夜	半夜	3-2-4
to be mistaken, wrong	錯	错	12-1-5
modern	現代	现代	9-2-5
modern day people, people today	現代人	现代人	13-2-15
more	越	越	12-2-8
more and more, increasingly	越來越	越来越	9-2-22
morning	上午	上午	4-1-11
motorcycle	摩托車	摩托车	11-2-5
to move (home)	搬家	搬家	6-1-9
to move to	搬	搬	6-1-2
movement	動作	动作	8-1-11
muddle-headed	糊塗	糊涂	13-1-18

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
N			
natural lighting	光線	光线	6-1-14
near, close by	近	近	6-1-10
new year rice cake	年糕	年糕	15-2-6
New Year's couplets (with calligraphy, in doublets)	春聯	春联	15-2-4
New Year's Eve money	壓歲錢	压岁钱	15-1-16
newly	新	新	12-1-1
newlyweds (used only at a wedding)	新人	新人	5-2-11
news, information	消息	消息	13-2-4
newspapers	報紙	报纸	3-1-19
next	下	下	1-1-5
No need to hurry. Take your time.	別急	别急	2-1-21
no need to, not necessary to	不必	不必	2-1-6
noisy	吵	吵	6-2-8
noodle shop	麵店	面店	1-2-21
to be normal	正常	正常	13-2-13
the north	北部	北部	9-2-13
not only	不但	不但	14-1-9
not quite, not...enough	不夠	不够	3-1-14
not to worry, to rest assured	放心	放心	6-2-17
not too bad	不壞	不坏	7-1-13
notebook	本子	本子	1-2-18
NTNU (National Taiwan Normal University)	師大（師範大學）	师大（师范大学）	1-1-18
number of scheduled runs(of trains, flights, boats, buses)	班次	班次	2-1-12
nutrition	營養	营养	12-2-17
O			
office	辦公室	办公室	4-2-6
Oh	噢	噢	3-1-22
oily, greasy	油膩	油腻	12-1-14
OK	好了	好了	15-1-18
old	老	老	9-2-11

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
on Shida Road	師大路上	师大路上	1-2-20
on the street	路上	路上	7-2-23
to open (business)	開	开	12-1-2
orange, tangerine	橘子	橘子	15-2-7
organic	有機	有机	12-2-11
other	別的	别的	6-1-17
on the other side of (something), opposite	對面	对面	2-1-4
other, the other, the remaining	其他	其他	11-1-1
otherwise	要不然	要不然	7-1-8
over there, yonder	那邊	那边	1-1-17
overseas Chinese	華僑	华侨	4-2-5

P

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to pack into	裝	装	10-2-11
paper	紙	纸	7-2-13
paper cup	紙杯	纸杯	7-1-16
Paris	巴黎	巴黎	9-2-17
park	公園	公园	6-1-4
a particle indicating experience	過	过	3-1-11
a particle indicating progression or continuation of action	著	着	1-2-4
a particle marking a passive sentence	被	被	11-1-16
pay	薪水	薪水	4-1-17
to pay (wages)	發	发	4-2-13
to pay a New Year visit	拜年	拜年	15-2-14
to pay attention to	注意	注意	11-1-12
peaceful, eventless	平安	平安	15-2-12
pen	筆	笔	1-2-16
phase marker for 'completion', to finish...	完	完	8-2-5
a phase particle indicating completion of an action	過	过	13-1-5
physical strength	體力	体力	8-2-6
plants	植物	植物	11-2-7
plastic	塑膠	塑胶	7-2-15
pollution	汙染	污染	12-2-14
pork	豬肉	猪肉	12-1-21
post office	郵局	邮局	1-1-15
pot, kettle, pan, wok	鍋子	锅子	10-1-24
to practice	練習	练习	3-2-3
to practice, to train, to drill	練	练	8-2-14
to prepare, to get ready	準備	准备	3-1-4
profession, specialisation	專業	专业	14-2-21
professor	教授	教授	4-1-20
pronunciation	發音	发音	14-2-3
to protect	保護	保护	7-2-10
purse	皮包	皮包	7-1-9
to push	推	推	8-1-4
put down	放下	放下	7-1-17

R

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to recall	想起	想起	8-2-15
to recycle	回收	回收	7-1-6
recycling bin	回收桶	回收桶	7-2-17
red envelope with cash gift	紅包	红包	5-2-9
to be related to	有關	有关	14-2-10
relationship	關係	关系	12-2-5
relatives	親戚	亲戚	5-2-3
religion	宗教	宗教	12-2-4
reluctant to part with	捨不得	舍不得	14-1-21
to remove, to take off (clothing)	脫	脱	10-1-4
resource	資源	资源	7-2-16
resume	履歷	履历	4-2-3
to return to	回	回	8-2-11
right away; quickly (indicating urgency)	趕快	赶快	2-1-10
right in the middle of, currently engaged in	正在	正在	6-1-6
rise in social rank	步步高升	步步高升	15-2-20
riverside	河邊	河边	6-1-3
romantic	浪漫	浪漫	11-2-17
roommate	室友	室友	12-1-20

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
route	路線	路线	2-2-10
rules, regulation	規定	规定	7-1-7
to run	跑	跑	7-1-10
to run after, to chase	追	追	7-1-11
rural town	鎮	镇	9-2-3

S

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
safe	安全	安全	11-1-18
salad	沙拉	沙拉	12-1-27
salt	鹽	盐	10-2-7
salty	鹹	咸	12-1-24
to save	存	存	6-1-25
to save	節省	节省	13-2-7
to savor, to taste	嚐	尝	10-2-4
scenic area	風景區	风景区	11-1-24
seaside	海邊	海边	2-2-14
seasonings	調味料	调味料	10-2-10
seat	座位	座位	5-1-16
section	段	段	1-1-7
to see	見	见	2-1-14
to see, to have seen	看見	看见	1-1-23
to seek, to invite applications for	徵求	征求	14-1-2
to select	選	选	3-2-1
semester	學期	学期	10-2-1
to send (text message, email)	傳	传	13-1-4
senior high school	高中	高中	3-1-10
a sentence-final particle indicating a question, 了 + 啊	啦	啦	13-1-12
a sentence-final particle indicating a suggestion	喔	喔	13-1-19
Seoul	首爾	首尔	6-2-19
serious	嚴重	严重	12-2-15
to serve as	當	当	4-1-9
to set off firecrackers	放鞭炮	放鞭炮	15-2-22
to be a shame, a pity	可惜	可惜	6-1-20
Shanghai	上海	上海	14-1-17
shoes	鞋	鞋	10-1-5

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
should probably, alternatively, had better	還是	还是	2-1-1
should; ought to	應該	应该	1-1-14
similar to	像	像	9-1-8
simple	簡單	简单	12-2-9
situation	情形	情形	4-2-8
skin, wraps	皮	皮	10-2-3
soda can	汽水罐	汽水罐	7-1-15
someone; lit. a person on the street	路人	路人	1-1-2
sound	聲音	声音	7-2-3
to sound, sound like	聽起來	听起来	1-1-22
sour, tart	酸	酸	9-1-14
the southeast side of	東南邊	东南边	2-2-24
southern region	南部	南部	9-1-10
Spanish language	西班牙語	西班牙语	4-1-25
to speak	說話	说话	3-1-13
a speech, a public lecture	演講	演讲	3-1-21
spirit, energy	精神	精神	8-2-8
spring break	春假	春假	9-1-1
spring rolls	春捲	春卷	10-1-8
staff, personnel	人員	人员	14-2-19
to stand	站	站	5-1-12
to stay up waiting for the arrival of the New Year	守歲	守岁	15-2-8
to stay to leave behind	留	留	6-2-11
to steal	偷	偷	11-1-17
to steam	蒸	蒸	12-2-10
to stick on (the wall)	貼上	贴上	15-2-18
to stir, to mix	拌	拌	10-2-8
to store, to leave at a place	放	放	6-1-21
strange, odd	奇怪	奇怪	7-2-4
street	馬路	马路	9-2-7
street	街	街	11-2-13
such as; like	像	像	10-2-14
suddenly	忽然	忽然	7-2-2
to suggest, to recommand	建議	建议	11-1-4

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
a (western)suit	西裝	西装	5-1-6
suitable	合適	合适	6-1-18
suitable for	適合	适合	4-2-9
summer vacation	暑假	暑假	4-1-14
Sun Moon Lake, in central Taiwan	日月潭	日月潭	11-1-22
to sunbathe	曬太陽	晒太阳	11-2-20
sushi	壽司	寿司	10-2-13
syntax, grammar	語法	语法	14-2-11

T

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
Tai Chi, shadow boxing	太極拳	太极拳	8-1-6
Taichung city, in central Taiwan	台中	台中	11-1-21
Taipei	台北	台北	2-1-19
Taipei 101, the tallest building in Taiwan, It was also the tallest building in the world from 2004 to 2010.	台北 101	台北 101	2-1-18
to take (bus, boat, plane, taxi, etc.)	搭	搭	2-2-16
to take a test	考	考	3-1-5
to take away	拿走	拿走	13-1-21
take your time	慢慢來	慢慢来	6-1-28
to talk	談話	谈话	4-2-7
to talk over, to talk about, to discuss	談	谈	4-1-8
to talk over, to talk about, to discuss	談	谈	13-2-14
taste, flavor	味道	味道	9-1-16
to teach	教書	教书	14-2-13
teaching assistant	助教	助教	4-1-10
to tell	告訴	告诉	1-1-11
to tell	叫	叫	13-1-9
temple	廟	庙	9-1-7
a temporal particle meaning to continue with an action	下去	下去	8-1-15
a test, examination	考試	考试	3-1-3
text message	簡訊	简讯	13-1-6
Thailand	泰國	泰国	9-1-17
the world	世界	世界	13-2-6
then	又	又	11-2-1
thin	瘦	瘦	12-1-19
things like (that); etc.	什麼的	什么的	12-2-18
thoughts, way of thinking, idea	想法	想法	14-1-8
through	透過	透过	13-2-5
to throw into	丟進去	丢进去	7-2-22
to throw out (garbage)	倒	倒	7-1-2
to throw, to throw away (garbage)	丟	丢	7-1-3
ticket	票	票	11-1-5
to, for the sake of	為了	为了	7-2-9
tones	聲調	声调	14-2-2
tourist	觀光客	观光客	11-2-19
traffic light	紅綠燈	红绿灯	1-1-10
to transfer (flights)	轉機	转机	2-2-2
to transfer (transportation)	換	换	2-1-7
translator, interpreter	翻譯	翻译	14-2-17
transportation	交通	交通	2-2-7
tropical region	熱帶	热带	11-2-6
to trouble (someone), to disturb	打擾	打扰	15-1-4
troublesome	麻煩	麻烦	2-1-9
to turn left	左轉	左转	1-2-19
to turn right	右轉	右转	1-1-21

U

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
(older) uncle, friends' fathers in general	伯伯	伯伯	15-1-2
to understand	了解	了解	3-2-13
to understand, to comprehend	懂	懂	8-1-9
unexpectedly, didn't expect	沒想到	没想到	4-2-18
unforgettable	忘不了	忘不了	9-1-20
unique features, distinctive traits	特色	特色	9-1-4
to upload, to post	上傳	上传	13-2-12
to use	用	用	6-2-18
used to indicate ordinal numbers	第	第	1-1-9
usually	平常	平常	3-2-6
utterance, word	話	话	5-2-22

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
V			
vacation, holiday	假期	假期	11-1-2
various	各	各	9-1-12
vegetables	青菜	青菜	12-1-18
vegetarian food	素食	素食	12-1-3
vegetarian food, dishes	素菜	素菜	12-1-13
to be a vegetarian, to eat vegetarian food	吃素	吃素	12-1-9
a verb particle indicating the coming into contact between two nouns	上	上	11-2-15
very; extremely; indicates severity	不得了	不得了	5-2-16
W			
to wake up	起來	起来	8-1-10
to walk out of	走出來	走出来	7-1-18
to walk over	走過去	走过去	7-2-21
wallet, purse	錢包	钱包	11-1-14
to wash	洗	洗	10-1-12
water activities, water recreation	水上活動	水上活动	11-1-23
way of doing something, e.g., cooking	作法	作法	12-2-7
way of saying things, a theory	說法	说法	15-2-9
website	網站	网站	6-1-7
wedding banquet, wedding reception	喜酒	喜酒	5-1-1
wedding banquet, wedding reception	喜宴	喜宴	5-2-12
wedding ceremony	婚禮	婚礼	5-1-5
week	禮拜	礼拜	2-1-13
the West, western	西方	西方	12-1-22
what kind of	什麼樣	什么样	6-1-27
What now?	怎麼辦	怎么办	7-1-19
when undertaken, to do	做起來	做起来	10-2-16
while, take advantage of	趁	趁	10-2-2
white	白	白	5-1-13

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
wide	寬	宽	9-2-8
to be willing to	願意	愿意	6-1-23
with ease	輕鬆	轻松	2-2-12
to withdraw (money)	提	提	1-1-16
without making any extra effort, on the way, while doing something else, while one is at it	順便	顺便	11-1-7
to work part-time	打工	打工	4-1-2
World Trade Center Exhibition Hall	世貿展覽館	世贸展览馆	2-1-16
worthwhile, worth	值得	值得	11-1-19
to wrap	包	包	10-1-2
Y			
Yangming Mountain	陽明山	阳明山	3-2-15
years of age	歲	岁	4-1-5
to yell at, to scold, to tell off	罵	骂	13-1-10
your (honorable)	貴	贵	4-1-16